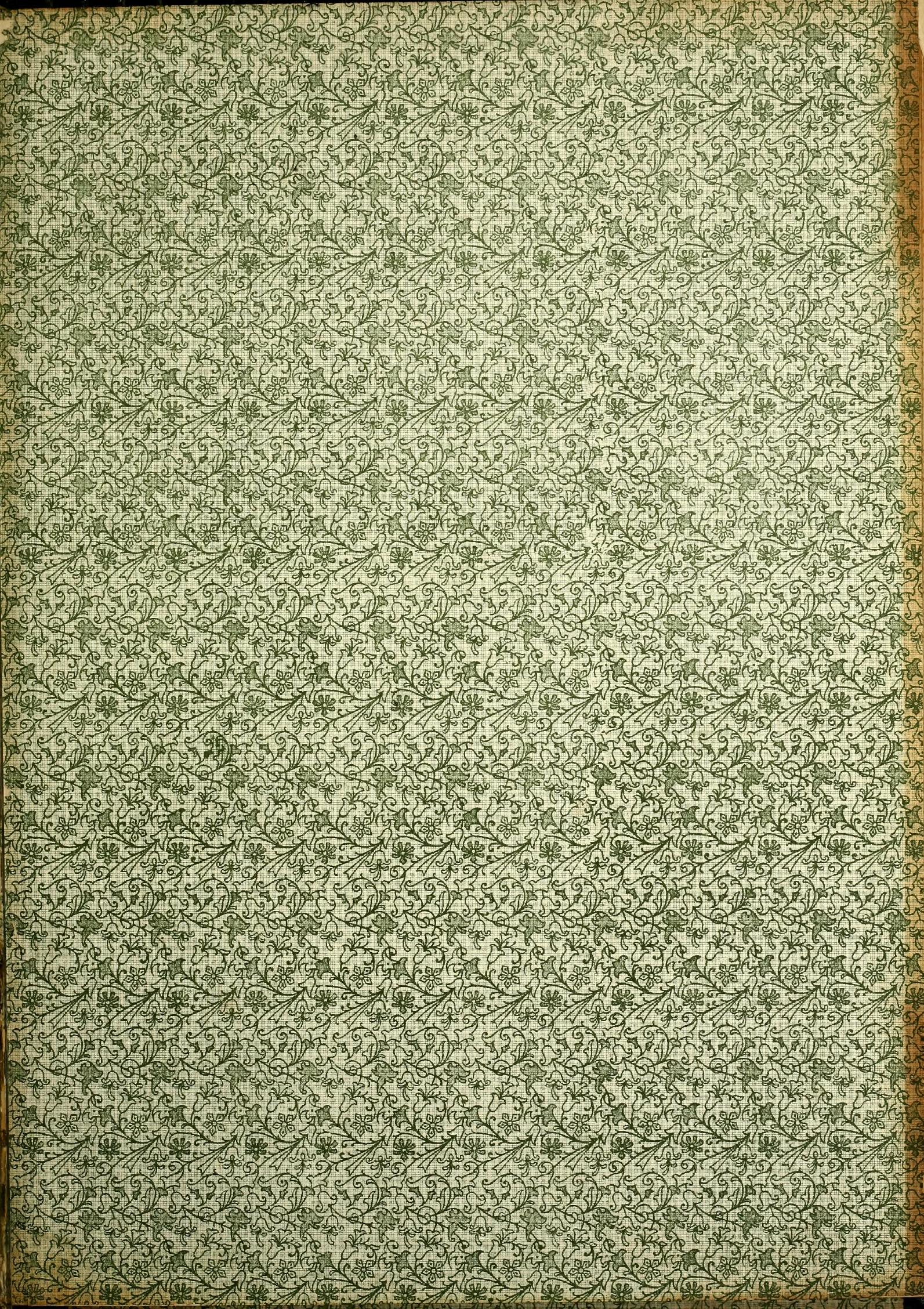
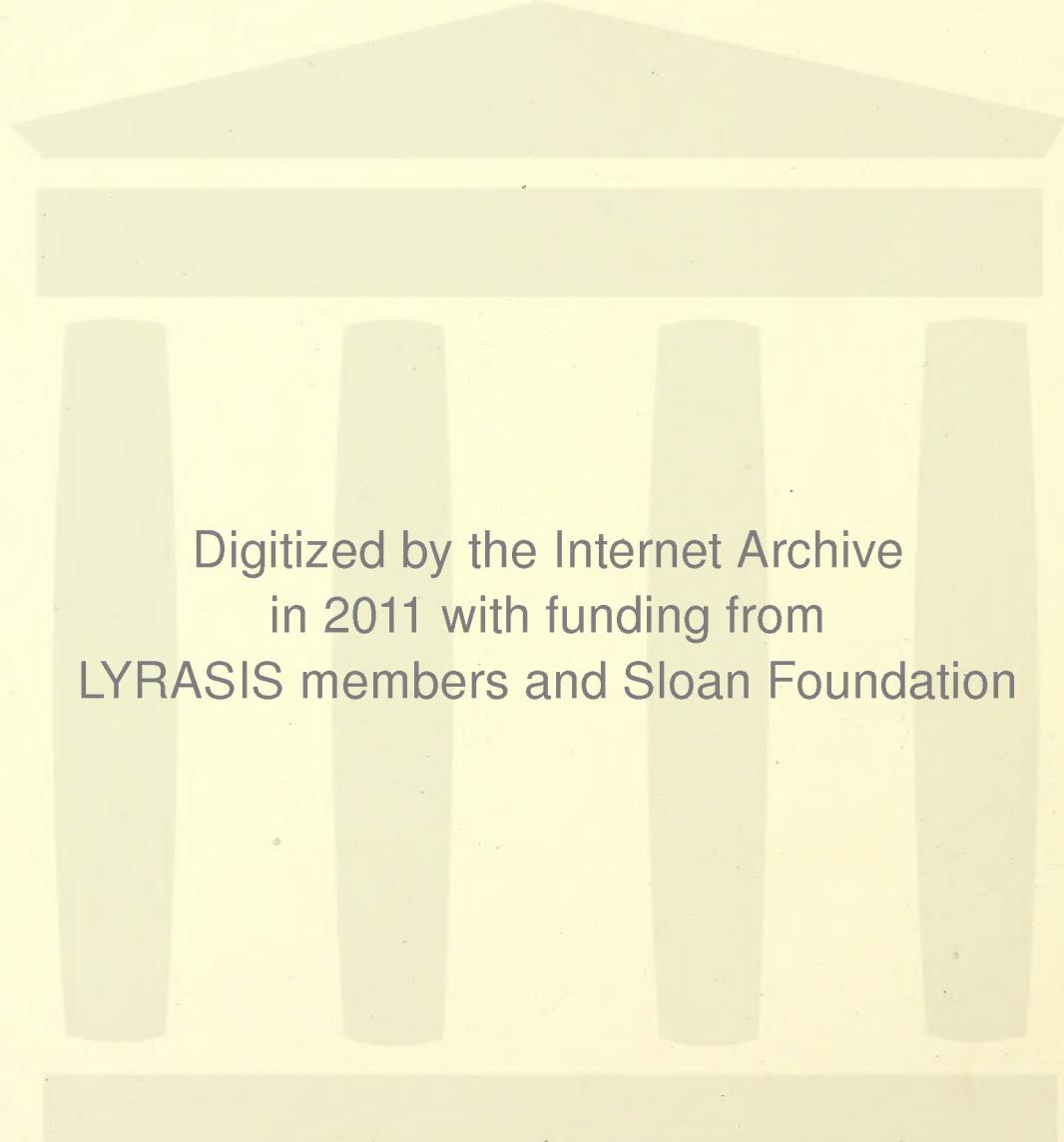


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NORTH CAROLINA EDUCATION

A Monthly Journal of Education, Rural Progress, and Civic Betterment

Vol. VIII. No. 1.

RALEIGH, N. C., SEPTEMBER, 1913.

LOWELL 6579

Price: \$1 a Year.

Our Task.

We must gird up our loins to make speed in the race, that we may reach the goal which will give to every child in North Carolina the possibility and the opportunity to attain to the highest that is in him. That is the task which is set before us. Until it is accomplished we must not rest or tire. And I have that supreme and abiding faith in the men and women of North Carolina that I look into the future and see written "Victory."—Governor Locke Craig.

SEPTEMBER, 1913

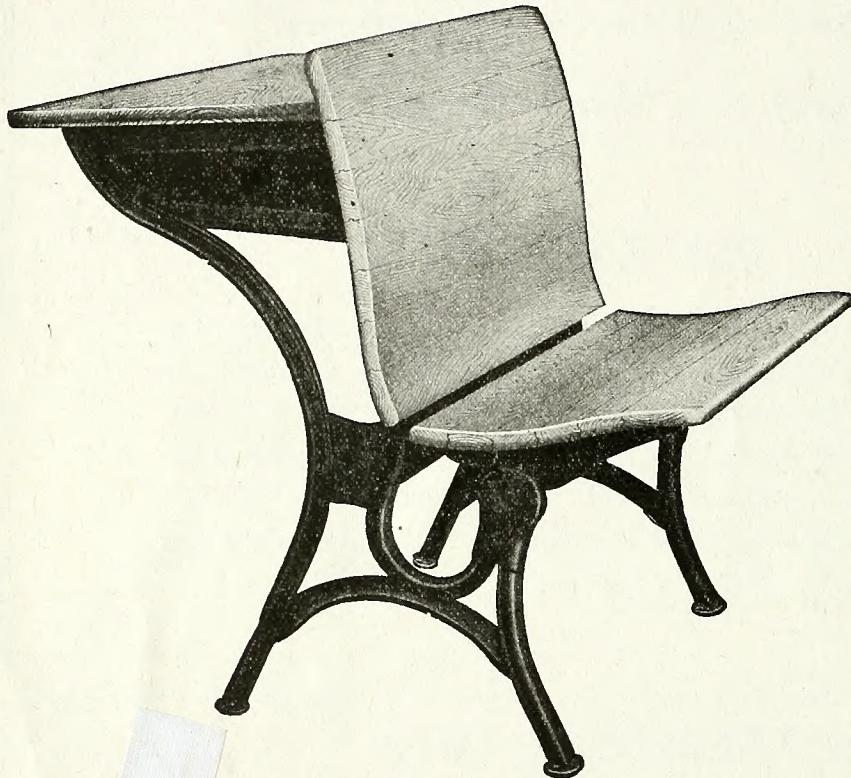
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Price: \$1 a Year.

INTRODUCTION TO THE TEACHERS' READING COURSE, 1913-1914

We have passed the fourth year of the Reading Course and it has now become a fixed and necessary part of our public school system. Superintendents should require their teachers to carry on a course of study for their own improvement, and a teacher that will not read or make any effort to improve herself, but is content to pass only the usual examination, has not professional spirit sufficient to be called a teacher. Each superintendent knows the names of every such teacher in his county.

The Reading Course for 1913-1914 will be based on the following books:

I. Everyday Problems in Teaching. The Bobbs-Merrill Company, Indianapolis, \$1.00.

II. Growing a Life. Rand, McNally & Company, Chicago, 90 cents.

III. Country Life and the Country School. Row, Peterson & Company, Chicago, \$1.00.

IV. **North Carolina Education** (in clubs of ten or more), 50 cents.

V. Bulletins: (1) How to Teach Reading; (VIII) Outline Course of Study; (XI) Opening Exercises. Furnished free by State Department of Education.

All the books of the Reading Circle can be obtained from Alfred Williams & Company, Raleigh, at the above prices, postpaid.

Arrangements have been made, however, by which the County Superintendent and dealers may order Everyday Problems in Teaching directly from the publishers in freight lots at 80 cents per copy. Growing a Life may be secured in the same way at 75 cents per copy in lots of not less than twenty. Likewise, Country Life and the Country School may be had in lots of ten or more at 90 cents, express prepaid; in lots of 100 or more copies at 75 cents, f. o. b. Chicago.

(1) The first book to be studied in Everyday Problems in Teaching, and this should be ordered at once.

The following quotation from the preface of this book will indicate the plan on which it is written:

"The treatment throughout is based almost wholly upon the description of typical lessons, given in sufficient detail to indicate the aim in each one, and the method of attaining it. . . . While a strictly theoretical treatment of teaching is not likely to be of interest to the practitioner, and not apt to influence his action, nevertheless concrete instances should be at least loosely unified under large principles of method. To illustrate: I have discussed a number of examples of teaching under the general

heading, 'Teaching Pupils to Think.' While it is not necessary for the reader to go entirely through this chapter in order to appreciate the point of view which is developed, and while he might stop in a dozen places and test the principles presented, still all the points made relate to the general problem of teaching so as to develop an original as contrasted with mnemonic type of mind. And what is true of this chapter is true of most of the chapters of the book.

"In this volume the point of view is maintained that effective method requires that the pupil work out problems for himself."

Although this is a book on methods and school problems, the teacher needs to read other subjects—subjects of an informational nature in order that he may have something to use method on or that can be reduced to a problem. Therefore we shall refer the teacher to material in **North Carolina Education** and elsewhere that may be used in connection with the Reading Course.

(2) The second investment should be with your County Superintendent for a year's subscription to **North Carolina Education**.

Teachers who belong to the Reading Circle will be required, as heretofore, to become regular readers of this valuable educational journal. This journal has always aimed to be of immediate help to North Carolina teachers, and it has realized this aim more closely year by year. Articles will appear each month covering every phase of the Reading Circle work, while special reports will be given showing how the various teachers' associations are using the books of the course in their programs. Other interesting features of these teachers' meetings will be reported. By this means a dissemination of the best educational ideas and practices will be effected, making our educational paper indispensable alike to the teacher and the County Superintendent.

Review.

It is expected that the teachers will keep in constant review Hamilton's The Recitation, McMurry's How to Study, and Colgrove's The Teacher and the School. These books are too valuable to be cast aside after a mere cursory reading. The teacher should know them intimately. For various reasons, too scant attention was paid them in the teachers' meetings. It would be a good idea to have the "model" lessons given in these meetings so planned as to illustrate the principles laid down in these books, especially in The Recitation and in How to Study.

We shall study one book at the time. During the month of September, however, the teachers will be getting ready to open the schools, or will be classifying the pupils and arranging their classes. Therefore we shall arrange the lessons for study in the October number, and they will be based on the first book in the Reading Course.

WHAT EDUCATIONAL WORKERS ARE SAYING AND DOING

The Educational Number of the News and Observer was fuller and more interesting than usual this year. We are publishing below only a few excerpts from its pages in order to give the readers of **North Carolina Education** an idea of the trend of educational thought and activities. It is especially interesting to see the drift toward vocational education:

Colleges Should Be Required to Maintain Certain Standards or Forfeit Their Charters.

President R. T. Vann, of Meredith College, offers a very timely and important suggestion. He says that the General Assembly should enact a law requiring all institutions called colleges to maintain a certain standard of admission and to do a certain amount and quality of work, or forfeit their charters. This would necessitate a commission of educational experts whose business it would be to look into and keep up with the work of all such institutions—their entrance requirements, the number and equipment of their teachers, the length of their recitation periods, the amount of time given to the various subjects taught, the character of the examinations—everything that enters into the efficiency of a real college. In other words, let the State define by law what grade of institutions it will recognize as colleges, and then see to it that these institutions measure up to the standard. Most of the colleges in the State, if not all, hold charters from the State, and certainly a state has a right to know what it is chartering. It might be well to permit two classes—colleges and junior colleges. But in any case, let the list be published, that the uninformed and the large number who have no means of informing themselves otherwise may be able to know at once something of the character of the institution to which they pay money for the training of their sons and daughters.

The Greatest Forces in Civilization.

President W. P. Few, of Trinity College, says:

"Thoughts and aspirations are after all the greatest forces in civilization, and from educators and those they educate must come this high leadership of ideas and ideals in the service of the Republic. The measure of the teacher's influence is not the amount or quality of intellectual nourishment that that he may dole out to docile children, but the kind of guidance he gives to individual minds, to communities, and to states, and the moral energy that he succeeds in producing."

"Expert training is not the supreme need. For teachers, schools of all grades need, not experts in the several branches of learning, but men and women of ideas and power. The too exclusive use of scholarship tests in the selecting of teachers is, in my judgment, one of the gravest defects in modern education, especially in our American colleges and universities. Men and women of ideas and originating power are needed at all times, but they would seem to be especially needed in times of unsettlement and rapid change."

Concerning Vocational Education.

President George J. Ramsey, of Peace Institute, writes:

"Nine-tenths of our children must make their living through industrial or commercial pursuits. The

work of the traditional school does not appeal to them, and three-fourths are refusing to accept its advantages beyond the mere rudiments, or remaining only under compulsion. This is a condition, not a theory. Shall the educated class and natural leaders accept this condition as an opportunity, revise their theories and try to help the generation to make a life as well as a living, or shall they save their theories and lose their power to direct?"

President L. L. Hobbs, of Guilford College, however, says:

"Vocational studies are not to be condemned; but in a state like North Carolina, where the percentage of the illiterate is large and where the schools are short in duration, elementary education is the great need. The vocational preparation will have to come later and be given in schools for the purpose."

President W. J. Martin, of Davidson College, believes the denominational college should consider this whole question of vocational education. He says:

"A diversity of courses must be offered. Courses preparing a boy for entrance into the schools of the 'learned profession' such as the ministry and law, must not be neglected nor weakened in the least, but the church has no right to say to the young man called to a 'practical' life: 'You must get your education outside the church school and its strong Christian influence.' This is just what we have been doing, and the result is the vast body of practical college men have been trained away from the church and its work, and are now as successful business men, disposed to support non-church enterprises rather than the church activities."

President Robert H. Wright of the East Carolina Teachers' Training School, expresses the same idea as follows:

"Unless the education given to our boys and our girls helps them to find the things they are best fitted for by nature, and unless it helps each to become the most efficient in his chosen work, there is but little justification for our expenditure of public funds for public education."

The County Conference Plan.

Acting President E. K. Graham, of the University, believes that great good can be accomplished by adopting the County Conference Plan that is being worked in Georgia. This plan, or club, as it is called, under the direction of Prof. E. C. Branson, has for the past three years been doing magnificent work studying carefully the counties of Georgia, and the facts of their progress or decline. It has made complete economic and social surveys of the counties and published them, acting on the theory that exact information about one's own community and people arouses sympathetic concern and civic conscience, and therefore furnishes a definite and sure foundation for social service and efficient citizenship. Since 1910 it has completed fifty-one surveys of the counties showing in detail gains and losses since the last census in each county in: (1) population, (2) agriculture, (3) industry and business, (4) wealth and taxation, (5) public roads, (6) public sanitation, (7) schools, (8) churches. These topics are further subdivided and the investigations carried on in the most thorough-going fashion. The results, published in the county papers and in separate pamphlets, have

stimulated discussion and brought about concerted action where action was needed.

The Spread of Local Taxation and the Use of the Loan Fund.

Mr. A. S. Brower, of the State Department of Education, makes the following interesting report concerning local taxation:

"More than one-fourth of all the money raised and expended for the purpose of public education in North Carolina is now raised by the means of local taxation. Up to the present time, approximately fifteen hundred districts—more than one-fourth of all the white districts in the State—have voted local tax to supplement the funds received from the State and county for securing better schools. During the school year ending June 30, 1912, there was raised by local taxation in the State \$1,179,766.68, about 26 per cent of the total school fund, and of this amount more than forty-three per cent was raised and expended in rural communities. All the counties of the State now have from one to fifty-seven local tax districts each, levying special taxes therein to supplement their apportionment from the State and county funds for longer terms, better houses and equipment, better teachers paid better salaries, and for better schools. During the biennial period from July 1, 1910, to June 30, 1912, there were established by the voluntary vote of the people 444 local tax districts, an average of four and one-fourth districts per week."

Mr. Brower says of the loan fund that it now aggregates nearly \$800,000. There has been lent from it since its establishment \$791,447.50 for building or improving 1,389 public school-houses, scattered over ninety-eight counties. The total value of the school houses built by the aid of this fund now aggregates \$2,071,231, which is nearly one-third the value of all public school property in the State.

The Duties of Mr. N. C. Newbold.

Mr. N. C. Newbold resigned the superintendency of the Washington schools to accept the important position of supervisor of rural education for the colored elementary schools. His duties are to superintend the work of the county supervising teachers employed by the Jeanes fund. Their work is to visit colored schools in the county in which they work one or more times in the school year; to encourage the local teacher to teach sewing, cooking, basket-making, mat-making, chair-caning, to help the boys in simple carpentry, making axe-helves, broom-handles, mending broken farm tools; to encourage better sanitary conditions in schools and homes; to meet the men and women in the districts and form improvement leagues or better associations, the object of which is to better the living conditions among the colored people; to paint or whitewash school-houses, homes and out-houses; to raise money to build better school-houses and to lengthen school terms; to encourage school and home gardens, tomato clubs, corn clubs; to promote higher standards of living, integrity of character, honesty and thrift among all colored people. In a word, this industrial teacher, working under her County Superintendent, has a tremendous opportunity to help the rising generation of colored children to become thrifty, useful, intelligent and substantial tax-paying citizens of the State. Not only this, but this teacher may help all the colored citizens of a district or county, adults

as well as children, to live under better conditions, healthful, moral and religious.

The Duties of Mr. L. C. Brogden.

Mr. Brogden outlines his duties as follows:

"(1) To work with the teacher in the school room, aiding her in classifying and grading her pupils, making out a daily program of work, in reorganizing the classes in the school and in giving demonstration lessons in those subjects in which the teacher needs the most help.

"(2) To work with the teacher in organizing the boys into a Boys' Corn Club and the girls into a Girls' Canning and Domestic Science Club and directing and supervising the activities of both the boys and girls in these clubs along definite lines; thereby vitalizing the work of the school, making it more effective in serving the needs of country life.

"(3) To organize the women of the community into a Home-makers Club and direct their work along practical and helpful lines.

"(4) To work with the women of the community, organizing them into Betterment Associations and directing their efforts in the improvement of the appearance, comfort, and equipment of the school building and in the improvement of the appearance and sanitation of the school grounds.

"There will be sixty demonstration schools next session located in representative parts of the State undertaking to carry out the above program of work.

"All my work has been done in accordance with definite plans approved by the State Superintendent of Public Instruction, and in co-operation with, and as an organic part of the State Department of Education. The money for the entire expense of my work has been generously appropriated by the Peabody Board to the State Department of Education."

What the Girls' Canning Clubs Have Accomplished.

Mrs. Jane McElroy, of Raleigh, Director of the Girls' Canning Club, gives this very interesting report of the Canning Clubs:

"There were last year two hundred and thirty alert, energetic North Carolina girls organized in a venture which bids fair to arouse the interest of the State. Canning fruits and vegetables, particularly tomatoes, is their object, and last summer they canned to such purpose that they were able to put seventy thousand quart cans of tomatoes upon the market. These were solidly packed to weigh about thirty-eight ounces, six ounces more than the ordinary commercial can, and as no water is allowed in the packing, they have an article that should rank with the best fancy grades.

"Fourteen counties are organized in the work, averaging three clubs to the county. These clubs are run under such strict rules and regulations that up-to-date methods of canning are assured. The organization is under the auspices of the Farmers' Co-operative Demonstration Work of the U. S. Department of Agriculture, the State Department of Agriculture, and the A. & M. College, and is operated somewhat after the following plan:

"In each county a woman of broad sympathy and good business ability is selected to supervise the girls. This leader selects three rural communities, preferably close together, and from them organizes such girls as may wish to join the canning clubs. These girls must be not over twenty years of age or

(Continued on page 23.)

NEXT YEAR'S WORK WITH THE LIVE TEACHER

By Olivia Cox.

On one April morning, in the spring of 1912, a prosperous merchant of an eastern county drove into the country for an outing. Passing an apple orchard in full bloom, he remarked: "I think I shall lay in a supply of fruit jars next month. Going to be a demand for them this year." If that merchant had had his place of business by the sea he would certainly have carried a line of bathing suits, life preservers, and fishing tackle. If he had established himself in Asheville where invalids are common he would have put in some reclining chairs. Wherever he goes he makes it his business to study the needs of his would-be customers, and it is needless to add that that merchant has succeeded in building up a business that is the envy of many another fellow-worker in the same line who started out with a much better financial backing than he.

Somehow, the secret of that merchant's success took a hold upon me, and I wondered if we teachers always took time by the forelock and planned ahead as he was doing?

How History Was Made Interesting.

Every one of us can remember, during some of our school days, some one special teacher who to us was the most interesting. The lady in whose class I was taught English history appealed to me as that ideal teacher. Not that she fixed every fact in my mind so permanently, but that she made the study so interesting for us. I have always loved history since more than I ever did before that time. She did not seem to place so much importance in dates, but she had studied the inside of the lives of those characters she dealt with, so thoroughly, that she made them appear to us as real men and women. We felt their troubles, we entered into their enthusiasms, we lived with them. It really seemed this teacher understood their tastes, their wills and tempers, perfectly, and oftentimes she could recall the epitaphs and name the grave-diggers that helped them out of this life. To me those lessons of hers seemed real teaching, not fact-getting alone.

But where did this woman get all this information? No text-book had ever shown it to me. She had never traveled abroad more than one summer, and I was sure all she had couldn't have been gathered in that length of time. I was interested in knowing, so I watched her closely, and I saw each night what to me was the revelation. After due scanning the lesson for next day, she laid aside our text-book and gathered up a number of magazines and histories dealing with her characters, and hunting through these she carefully made a note of all that related to the personages and incidents in the lesson. Sometimes a picture was found and this enlivened the story. Was it surprising then that when we came to class next day she made us sit up and listen? Like the merchant, this woman had learned the secret of success. She had studied the situation; she knew just what to put in that would fill the need.

What Planning Means.

Just as a housekeeper plans her meals before, not after dinner, so I feel we must plan for our year's work before the year begins. Certainly we need to

rest in the summer, but there is much we can do even while resting.

Every one who plans to teach will know (or should know) early in the summer what grade or grades they will teach another year. They will know what will be studied in those grades, the very text-books. There is a splendid opportunity while "lying around" in the summer to make a scrap-book, collecting all the little articles and pictures relating to the subjects treated in the text-book, and a whole fund of this material can be gathered while reading and enjoying other things. Next to having information, is the knowing where it can be obtained, and who does not wish for additional information many, many times when it is out of sight? This "school-room scrapbook" is a treasure, and the making of it is a hobby well worth the time. The very thing we need sometimes is found in a calendar, a stray magazine, or even in an advertisement; the very little note or picture or article that will help along a prosy history or geography lesson.

A copy of the North Carolina Magazine for last June showed on its cover page one of the most impressive pictures of little Walter Raleigh getting his first inspiration to cross the sea. There was the lone sailor, relating his adventures on a late voyage and the boy Raleigh and little Humphrey Gilbert at his feet drinking in the story. That cover page helped many a teacher show to the class the real spirit that came up with Walter Raleigh.

The Literary Digest has in the back many little biographical sketches that find a worthy place in our "school-room scrap-book." History and nature, too, are dealt with in many clippings from the Digest; these aid greatly, too. For the best all-round help in geography work, nothing can equal Carpenter's Readers on the different continents.

While we were having the lesson in the geography last winter on the District of Columbia and Washington, I found in my reader of North America the pictures of our principal government buildings. These were noted and commented upon by the children, especially the White House. We read the description of the latter, and, later in the day, when spare time came, that class wrote a very creditable composition on this building, and sketched the shape very well in the foreground as a heading. Later on, as time offered, we worked in illustrated stories of the Capitol and the Library of Congress. This afforded busy work for that class two successive weeks but they enjoyed it. I was surprised after we were through that many of the children had cut the shapes of these buildings from white card-board at home, so when they appeared in school we placed them along "Pennsylvania Avenue" on the sand table and everybody seemed to enjoy our fast trips to Washington City. Having told them of a trip I once made there myself, the place was very real to them as they gazed upon our toy buildings.

I think if we could forestall what places our little folks will visit in their geographies next winter and put together a few post-cards even, to bring the city just a bit more clearly to the little mind, geography would not be that conglomeration of names which it so often is.

Just having the right thing at the right time is what we want. Next winter there will be thirty or

forty pupils perhaps standing around to confuse our mind and keep us from remembering "just where" we saw that little suggestion we'd give so much for in class now. Then it will be a case of "do or die," and should we not have studied and gathered just the live matter we need for that class, in more ways than one, it will be a case of "dying" and not "doing."

What Counts in Teaching.

Scholarship counts for much in a teacher; training, though, is not everything, when it stops with college training. Institutes do for suggestions, but they are helpful only so far as the teacher makes them so. They suggest in a general way what the teacher must work out to fit his or her own particular need. One may have a finished college education, normal training, and access to all institute

work, and yet be a failure as a teacher. It is the farsighted man or woman, the resourceful one, the one who plans intelligently not only for to-day or to-morrow, but for next year, that amounts to something as an educator. It is he who studies conditions, and like the merchant goes to work to meet conditions, that succeeds.

Let us then plan, read, search; let us have our "school-room scrap-book" full of good things when the fall days begin; let us have from our educational magazines all the suggestions for busy work in hand ready for an emergency case. Let us be full ourselves and ready to give ourselves freely and willingly. So, while turning our own will-power to the best advantage, we will have unconsciously lost sight of the "won't power" in our boys and girls, and a good loss it will prove.

WHY TEACHERS SHOULD VISIT THEIR PATRONS

By Miss Mary J. Hines, Mount Airy, N. C.

I am planning to make this coming session the best and most helpful to pupils, patrons, and community that I have ever taught; but while striving to help my own neighborhood, I would like also, if possible, to help other teachers by emphasizing what is in my own mind about the importance of visiting one's school patrons. This I can best do probably by setting down some of the reasons for and results of visiting among my own patrons.

It Helps to Secure a Full Attendance the First Day.

The impressions of school which the child gets the first day are far-reaching in effect. Therefore we must make this day interesting and pleasant if we are to expect the best results. Children naturally like association, and if we have a full school to begin with, this desire is fulfilled. While it is helpful, it is only a minor reason. The classes can be formed and work can begin at once, instead of dragging along and waiting for the others to come in. If you can get them interested in their work and to like you from the start, the main problem of school government has been solved.

It Helps to Gain the Sympathy and Respect of Patrons.

When you meet the parents and talk with them about what you are planning to do, they will become interested and will be anxious to help you in any way they can. It is not hard to win their confidence before school opens, and if you once get it and strive to do your duty, they will generally stand by you when the children give trouble.

It Helps to Interest Both Children and Patrons in Education.

A little heart to heart talk often does wonders. Tell the parents the many reasons why their children need an education, and try to get them to see that it is their duty to educate them and get the children anxious to come. Often I offer a prize to all who come every day, and I try to get as many as I can to work for that. I am glad to say that many of our people are awake to their duty, but we must reach the masses.

It Helps to Win the Love of the Timid Child.

So many children have been told frightful stories about what the teacher will do, that they are afraid

to go until they see the teacher and like her. I so often find those who for different reasons have not had the privilege of attending school and are now so old that they are ashamed to go. By earnest persuasion you can often get them to enter.

It Will Help in Explaining to the People What a Blessing the Compulsory School Law Will Be.

I think we will find those who think the compulsory law unjust. Therefore we must go to every home and find what the patrons think of it, to know how to deal with them in the best way. Show them that the day is calling for better educated young people; that it is as much their duty to educate them as it is to feed and clothe them, and that we are paid to teach them whether they come or not. I believe if we explain the law and are kind and earnest, that we can get most children in without having to send the officer for them.

It Helps to Make a Success of the Teacher's Work.

I have taught ten sessions of school and I have always found it helpful to visit patrons before school opens, and also during the term. If a pupil drops out of school see the parent and find out the trouble, and nine times out of ten you can get the child to come back if you visited that home before you began teaching.

Take, for instance, one district which I went into in the fall of 1905. I only held a second grade certificate then and had had only one year's experience, and so I know that it was visiting the patrons that helped more than anything else. The census of the district numbered one hundred and twenty, and they had been averaging between thirty and forty. I spent two and one-half days visiting before school began, and my average for the first two weeks was over sixty-six. So at the end of that time I got an assistant and we made a good average for the term and enrolled one hundred and fifteen during the year.

"Young man," said the father of a bright boy, "this school report of yours is very unsatisfactory. I don't like it."

"I told teacher I didn't think you would," replied the little fellow; "but she was too contrary to change it."

DEFICIENT CHILDREN AND HOW WE WORKED TOGETHER

By Lucy Brooks, Kinston, N. C.

At the beginning of school, when I saw the class of children with whom I had to work, and heard their last year's record, I felt that the outlook was anything but encouraging, and I wondered what would be the outcome of my association with them. Most of the children came from homes where the parents had little education themselves and little idea of its value to others, where they were either too busy or too indifferent to give their children much attention. The result was, the children came to school only when they wanted to, and many of them came so dirty that they were anything but "desirable citizens." Some of the boys were fourteen or fifteen years old.

All these children I found careless and inattentive and practically beginners in everything, although all of them had been in school one year and some of them two years.

Selecting Them as Leaders.

I began on every device I could think of to get their attention and to make the work as interesting as possible.

I praised every effort on the part of the pupils that I saw put forth. I also encouraged them to believe in themselves and to think that they could do what others had done.

In the meantime I held just as tight reins on the unruly ones as I possibly could until they realized that it was the part of wisdom for them to behave.

I was helped in this problem of discipline by the superintendent, who selected them to lead in the fire drill. I told them that they were selected for leaders, and that leaders should always be those who could obey quickly and who would lead in a manner fit for others to follow, and that it was "up to them" to hold this place of honor.

Little by little I tried to get into their heads the idea that I expected them to be leaders in behaviour in the chapel, on the halls, on the school grounds, in the line, etc.

Use of Common-Sense Devices.

I studied ethics harder than I ever studied logarithms, re-read what I could find on child study and school management, and tried to plan each story, song, memory gem, picture lesson, morning talk, etc., so that it would have some uplifting influence.

I appealed to their imagination in every way possible. The girls walked in "velvet slippers," the boys crept around "like Indians." We played that we were "Brownies," "Fairies," "Santa Claus Helpers," to help ourselves and others as much as we could.

We were "Giant Killers" when we overcame a fault or won out in any effort to accomplish anything. We also had some practical means for improvement. Only those were selected as helpers in giving out pencils, paper, etc., who tried to be careful and well behaved.

In trying to improve the personal appearance of my class I found that the plan of selecting as captain the neatest child in his row to inspect the necks, ears, hands, teeth, finger-nails, and clothes of his classmates and report to me as he found anything was very effective. It caused much merriment at first, but was productive of much good, especially

after a few times of sending the untidy ones out of the room to make themselves tidy.

How They Became Helpers.

I had many heart-to-heart talks with individual pupils, particularly the larger boys. All children like to help a teacher tidy the room, water the flowers, etc. This is the time I seize as my greatest opportunity to get close to the pupils. After I have thanked a pupil for his help, let him know how I appreciate it and how much I think of him, I ask him why it is that he is so much more willing to help me than to help himself. Then I try to get him to see that if he expects to count for anything in this life he must make his tongue, his hands, his feet, his eyes, etc., mind him and work for him as well as for others. I tell him that if he doesn't do what work he ought to do in this life that some other people have to do more than our Heavenly Father intended for their share, and that this is not fair.

By this time we know each other pretty well, and I think it an opportune time to ask him to watch out, and think out ways in which he can help in school, at home, in the town, etc., so all will be glad that he lives here. I was confronted with the absolute necessity of knowing more of the environment of these pupils.

Visiting the Parents.

I spoke to the superintendent as to what I thought it would mean if I could know their home life and try to get the co-operation of the parents. I told him I saw the necessity of this, but that I couldn't do much visiting unless I had a way to ride, as many of the children lived in the remote factory district, and I was too used up when the day's work was over to walk to see them. The superintendent spoke to some of the trustees about this, and one of them kindly offered me his horse and buggy. Different patrons of the school heard of this and offered to give me a ride when I wished to make these visits. So before Christmas I had been to see each child in town in my grade once and some of them several times. This took most of my spare time out of school, but I have realized that it is time well spent. When I met a parent and had told him several good qualities in his child, I could then safely tell a few faults if I used lots of tact, and could ask the parent's help in trying to correct these faults.

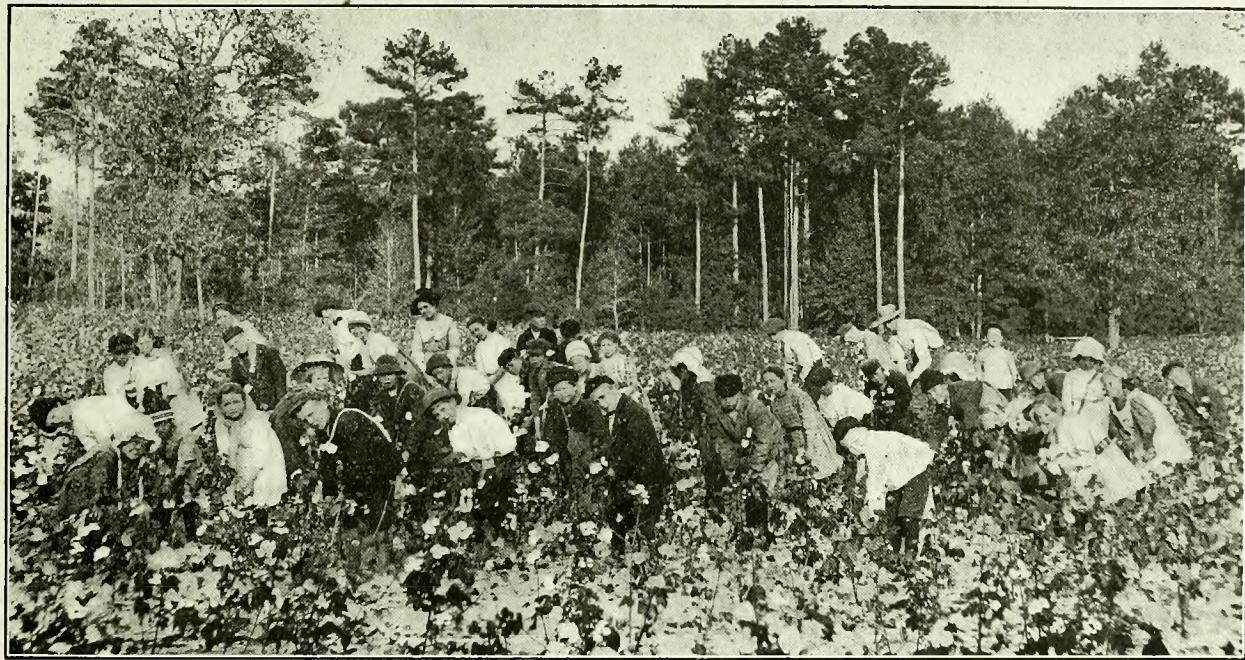
After visits of this kind the parents usually responded to the plea to give their children a fair chance with their school-mates.

Emphasizing Self-Activity.

In this way most of the difficulty of getting books and other supplies was solved, and much improvement was made in the attendance of the children. After spending some time in studying Froebel's Educational Laws more closely than I had ever done before, I realized somewhat the importance of "self-activity" on the part of the child and I tried to encourage my pupils to do everything for themselves that they possibly could without help from outsiders in regard to work and behaviour, and also in regard to "doing their own thinking."

How Teacher and Pupils Were Drawn Together.

After learning how little these children had in
(Continued on page 19.)



THE PILOT SCHOOL FARM AND WHAT IT WAS WORTH.

By Annie Wilder.

This picture shows the school children and teachers of Pilot school picking the school cotton.

The Pilot district is in the extreme southern point of Franklin County. This was the first district in the county to vote special school tax. It was one of the first to cultivate a school cotton farm.

In the winter of 1911 the district leader, Mr. G. F. Pearce, asked the question: "Why can't we have a school cotton farm?" Mr. W. E. Stallings answered the question by making the offer that the school might have all that could be made on four acres of the poorest land he owned. When the planting season came, a few of the men went over and planted the cotton. The school children did the hoe work

and picked the cotton. The crop netted \$94.00, which was used to increase the salary of the teachers.

That crop did so well on poor land that in 1912 it was voted that they get better land. The offer was made to give the seed as rent for land. The seed were to be used as fertilizer on the land.

Messrs. J. H. Massey and H. M. Bell each furnished two acres under this offer. The cultivation was carried on after the same plan. However, one-half acre was low-land, and unsuited to cotton. Yet from three and one-half acres the crop brought \$94.00.

The prospect for 1913 crop is the best yet. More interest is taken in the work and the land is better.

VALUE OF PICTURES IN THE SCHOOL-ROOM.

We all know children are very fond of pictures, for will not a small tot spend many hours looking at picture books? Then why not make use of this knowledge when these same little tots come to us for the first time?

In my own school-room, I use hundreds of pictures, I am almost tempted to say thousands, during the year.

They are gathered from all sources, from catalogues advertising works of art to the advertising departments of the popular magazine. Almost every magazine is a gold mine in this direction, if our eyes are opened, and our minds responsive to its uses.

I should like to suggest a few of the ways in which I use them. They may prove suggestive.

I have a border of green denim just above the top of my blackboard. It is about 20 inches wide. On this, I pin pictures cut from magazines, and neatly mounted on soft card board. I use only seasonable pictures, and change them every month. They form an attractive decoration for the room, and the children never tire of them. They are quick to detect changes made in the pictures.

I also use suitable pictures in making folders for the children's drawings. For this, I use two sheets of large drawing paper, tie with ribbon, and paste a pretty picture on the cover. The children are stimulated to greater activity by the knowledge that only neat work can go into these books. For special work, the booklets are made in the same way.

At the beginning of the year, I teach the children to mount pictures neatly on card board, or drawing paper, teaching them the proper margins. To my mind, a lesson of this kind may be made most instructive, as it teaches the children cleanliness and neatness, while happily at work. It is a practical application of our health talks.

The writing lesson may be made more interesting for both pupils and teacher by a generous use of pictures. For instance, in teaching capital letters, I make up short stories about the letter, as B is for baby. At the top of each paper I place a picture of a baby; underneath the children write the story several times, and so on through the alphabet. The whole we tie into a little booklet, the children mak-

(Continued on page 21.)

UPPER GRADE PROMOTION BY SUBJECTS

By DeWitt Elwood, in School and Home Education.

A large per cent of the children in each grade are so nearly normal that they readily attain the standard for promotion in every subject. A considerable number fail in one or more subjects while showing average or better than average ability in the other subjects. A few are able to pass in only a few subjects and fail in all the others. In making promotions it is not easy to make allowance for these variations in individual aptitude.

Various Plans in Use.

Various plans of promotion are in use. The first plan requires each pupil to reach a certain standard of proficiency, say 70 or 75 per cent, in each subject before being promoted to the next grade. If he fails in one of two subjects he is required to take a second time all the work of that grade—the work that he passed in besides that in which he failed. Those who adhere rigidly to this plan defend it on the ground that the failing pupil should be held in the grade until he does all of the work of the grade, some even going so far as to say that requiring the pupil to go over all the work again is only a fitting penalty for his failure on the first attempt. This requirement almost always results in a deadening of interest. Investigation shows that a large per cent of the pupils repeating an entire grade do no better in the subject failed in on the second trial than they did the first time and that in many cases they do worse. Some of those following this plan but deplored its defects modify it by allowing the pupil who has passed in all but one or two subjects to be promoted "by special dispensation." While this removes the bad effect of discouraging the pupil, it results (1) in the promotion of pupils who are so deficient in one or two subjects as to be greatly handicapped in the work of the next, and (2) it creates the impression among the pupils generally that it is possible to get on even if all the requirements are not met, with the result that the most distasteful subjects are neglected.

A second plan provides for promotion purely on the judgment of the teacher, or of the teacher and the principal or superintendent, without any set standard, the only consideration being the estimated ability of the pupil to do the work of the next grade. This plan, if consistently followed, also results in the pupil being held back in all subjects if decidedly weak in one or more.

A third plan of promotion fixes a minimum average for all subjects of the grade with a lower minimum for each subject as requiring, for instance, that all pupils shall attain an average of 75 per cent for all subjects with no subject below 65 per cent. This plan permits the promotion of pupils so deficient in certain subjects as to be at great disadvantage in doing the work of the next grade.

The most serious objections to the three plans of promotion just described arise in the upper grades because (1) the doing of each term's work well depends here so much upon the mastery of that immediately preceding it, and (2) the attitude of pupils in these grades is more seriously affected by a system that requires repetition of work already done.

Promotion by Subjects.

A plan of promotion by subjects rather than by terms or years is very generally followed in the high

schools of the Middle West, although the writer understands that the first plan described above is still followed in high schools in some parts of the country. The Middle West plan of high school promotion makes it possible for the pupil to take up the next term's work in the subjects he has passed in during the present term regardless of whether he has passed in all the subjects of the present term or not. A pupil, for instance, who has completed his first term's work in Latin and English, but has failed in physiography and algebra, goes on with the second term's work in Latin and English but during the second term takes again the first term's work in physiography and algebra.

A plan for the promotion of seventh and eighth grade pupils by subjects rather than by grades, similar to the Middle West plan of high school promotion, is believed after several years of trial to be entirely feasible in school systems having a grade enrollment of 500 or more pupils. It will be here illustrated as used in a school system having the seventh and eighth grades centralized and in the same building with the high school.

Regulars and Irregulars.

Pupils who complete all the subjects of a given grade are known as "regulars" and include a large per cent of the pupils. Those who fail in one or more subjects are known as "irregulars." Suppose that a 7-B pupil becomes an irregular by earning promotion in all the subjects of the grade except arithmetic. The next term he goes on with all the 7-A subjects except arithmetic which he takes again with the 7-B class. This particular irregular may be enrolled in a department containing both 7-B and 7-A grade or in a department where there is a 7-A grade and no 7-B grade, passing to the room where the 7-B grade is for his recitation in arithmetic and then returning. Ordinarily the number of irregulars passing from room to room is not so great as to be a source of annoyance.

It frequently happens under this plan that a number of pupils complete a part of the 8-A work and are ready for a few high school subjects before they have completed all of the 8-A work. If so, they continue their unfinished 8-A work and take in addition such high school subjects as their time, ability and previous work permit. It becomes necessary that the high school and 8-A programs of recitation be arranged with some reference to the irregulars. Usually this can be done without sacrificing the interests of the regulars. If it cannot be, the work allotted the irregulars must be correspondingly modified. In like manner the daily recitation programs for the other elementary grades concerned may be so timed as to meet the needs of the irregulars without violating the principle maintained for the regulars of having each recitation period followed by a study period. It is not always possible to maintain this principle in arranging programs for irregulars but the number of exceptions is so small as to be negligible in comparison with the benefits gained through the other features of the plan. The adjustment of teachers' programs and of the individual programs for the irregulars requires some ingenuity and much time but the results amply justify the effort.

This plan of promotion is feasible in any system

of schools where there are seventh and eighth grades in the various ward buildings provided there is an 8-A grade in the high school building for the accommodation of pupils doing part work in the high school and part work in the 8-A grade. It is immaterial whether the seventh and eighth grades are centralized or not and whether the work is done on the departmental or some other plan. The greater the number of classes following the plan in one building the easier it becomes to adjust the individual programs of the irregulars. In determining promotions a final examination is often a factor to be included. This plan of promotion, like the others described, is not necessarily modified by the presence or the absence of the examination or by the frequency of promotion, whether annual, semi-annual, or more frequent. It is obvious that permanent individual record cards are necessary so that the work done

by each pupil from term to term may be definitely known.

The Advantages of This Plan.

The advantages of this plan of promotion are: (1) The pupils are not discouraged by being required to go over completed work. (2) No pupil advances in a given subject until he has had requisite preparation for such advance. (3) Realizing that **every** subject must be completed sooner or later, pupils are more disposed to attack vigorously the difficult or distasteful subjects. (4) Pupils of varying aptitudes can advance in the subjects in which they are strong while additional time is given in which to develop in those in which they are weak. (5) Pupils of more than ordinary ability or industry are able to take more than regular work and thus complete the six years required for the seventh and eighth grades and the high school in a shorter time.

COURSE OF STUDY AT PITTSBORO

Superintendent F. M. Williamson, of Pittsboro, has worked out a very interesting course of study for the small high school, which he will introduce this fall. There are five courses—English, Latin, History, Mathematics, and Science. Pupils will be required to select four, and each will come five times a week. Those superintendents who follow the foolish policy of requiring all pupils to take Latin would do well to examine this program of studies. Superintendent Williams says:

"I am planning, too, as soon as I can get our school to running smoothly this fall, to provide a small set of tools and put my boys to work making a number of things that we need to equip our school, especially such physical apparatus as we can devise, thus giving them a course in manual training and beginning a laboratory that will cost us almost nothing."

PITTSBORO HIGH SCHOOL, 1913-1914.

COURSES OF STUDY.

English.

First Year.—Prince's Practical English Grammar; Selections from the Sketch Book; Snowbound; Courtship of Miles Standish; Enoch Arden.

Second Year.—Hanson's Two-Year Course in English Composition; The Lady of the Lake; Julius Caesar; The Vision of Sir Launfal.

Third Year.—Hanson's Two-Year Course in English Composition; Burke's Speech on Conciliation, correlating with course in American History. Other selections from college entrance requirements.

Mathematics.

First Year.—New Essentials of Business Arithmetic; Wentworth's New School Algebra begun.

Second Year.—Wentworth's New School Algebra or Introductory Course in Bookkeeping, Spelling and Penmanship.

Third Year.—Algebra completed; Hart & Feldman's Plane Geometry, or Bookkeeping as in Second Year.

Latin.

First Year.—Bennett's First Year Latin.

Second Year.—Bennett's First Year Latin completed; Caesar.

Third Year.—Four Books of Caesar completed and four Orations of Cicero.

History.

First Year.—Webster's Ancient History.

Second Year.—Andrew's Short History of England...

Third Year.—Adams & Trent's History of the United States; Civics and Current Events. The Literary Digest will be used as Class Magazine.

Science.

First Year.—Ritchie's Human Physiology with especial attention to the causes and prevention of diseases; Clarke's General Science.

Second Year.—Brooks' Story of Cotton; Ridway's Commercial Geography.

Third Year.

Third Year.—Warren's Elements of Agriculture. This course will be supplemented with Carver's Rural Economics, Bulletins, Farm Journals, Field Work, and Experiments with Plants.

Pupils preparing for college will be expected to take full courses in Latin, Algebra, and Geometry, but will not be required to take the Sciences. Pupils who do expect to continue their work in college, or those who are going to take special or technical courses, are urged to take the Sciences.

One-tenth of all the public school teachers in New Jersey are engaged in professional study at summer schools this year. There are over 300 at Rutgers College alone, attending the first summer session ever held by the State college. Three other summer schools for teachers have recently been established by State appropriations. Besides indicating a resolve to raise the standard of teaching, the movement marks the beginning of closer relations between Rutgers College and the general educational needs of the State.

The Rockefeller Sanitary Commission for the Eradication of the Hookworm has treated 400,000 cases in the past three years.

School Room Methods and Devices.

TEACHING COMPOSITION IN THE GRAMMAR SCHOOL.

From "Things" you will pass easily to "Events" of special interest in the life of the child, while looking out for suitable material for composition work; and the "events" will not be, at first, those faraway and "misty" historic occurrences, such as "The Discovery of America," "The Landing of the Pilgrims," even "The Last Presidential Election," though, if the work here outlined, or suggested, is begun, in his first school year—as it should be—and faithfully pursued, he can do creditable work in his tenth year, or even earlier, on any of these themes. But the initial work in this division will be the nearer and more familiar events of his own experience or observation, as:

My Last Birthday.
How I Spend Sunday.
My First Day at School.
Last Term's Ball Games.
Where I Spend Christmas.
My Trip to_____.
When I Had Measles.
Vacation.
Thanksgiving Day at Our House.
Our School Picnic.
My First Swim.
Watching the Old Year Out.
Out Nutting Party.
My First Promotion Day.

About these and similar events, clusters an earnest and interested recital, which will not hesitate for expression, even though you may sometimes deem it wise to show him how to expand, condense, select, as the needs demand; but when these are exhausted (?) you have a never-ending supply of "events" for similar work in nearly all the lessons in history, geography, and reading.

Local events, too, will always be of interest to the young writer; and many a good composition can be made from "Starting the New Bridge"; "Tearing Down the Old Postoffice"; "Our New Railroad"; "Last Week's Election" or "Town Meeting"; "The Last Parade," etc.

Don't fail to let them all write about "Circus Day"!

When you are sure of his power to write successfully of things concrete—or even before—give the child a lift into the Heaven of Imagination, and let him tell you "What I Would Do If I Were a Millionaire"; "What I Want to Be When Grown Up"; "What I Saw When Up in a Balloon"; "How We Could Live Without Books"; "Riding on a Rainbow"; "Gold, by Waving a Fan"; "Traveling Underground With a Woodchuck"; "Flowers That Talk"; "Lost in a Crowded Store"; "Travels of a Cent."



GAMES THEY PLAY IN CHINA.

By Elizabeth N. Briggs, Raleigh, N. C.

The Chinese think that when a person is struck by lightning the thunder god has killed him. To play the game of the thunder god and the duck, the children sit in a row, one behind the other, all facing

the same way. Two children are left out, one of them is the thunder god, the other the duck. The thunder god chases the duck around and around the line of children. When it has a chance, the duck sits down in front of them all, and the last one gets up and chases the thunder god, who in his turn becomes the duck, and so on until they stop playing, as there is no end to the game.

The Dragon Game.

Another game is called the Dragon Game. The children all stand in a row, each one holding the other one's dress or jacket, or clasping each other around the waist. This forms the dragon, but one child is left out who is to be the person to kill the dragon. The dragon asks these questions and the slayer answers them as follows:

Dragon: The dog is barking; who has come?
Slayer: Lan Kong Si has come.
Dragon: What has he come for?
Slayer: He has come to chop wood.
Dragon: What has he come to chop wood for?
Slayer: To burn charcoal.
Dragon: What is he going to burn charcoal for?
Slayer: To make a knife.
Dragon: What is he going to make a knife for?
Slayer: To kill the dragon.
Dragon: Where are you going to begin?
Slayer: From the head.
Dragon: The head has horns and he will stick them into you.
Slayer: From the center.
Dragon: But the center has claws.
Slayer: Well, from the tail.

So he begins killing the dragon, running at it with a sword, turning a handspring, as he approaches it and it immediately swings out of reach. But if the slayer accidentally gets to the center of the dragon, it curls around him and so eats him up.

NATURE LESSONS FOR THE PRIMARY AND GRAMMAR GRADES.

First and Second Weeks.

When autumn comes and the days grow cold, the winds blow and the leaves fall from the tree.

Why should they fall?

When we look at our little twig, we find several leaves. Where each leaf is joined to the twig is a little bud, waiting to grow and become a leaf next spring.

As it grows larger and larger, there is not room for the old leaf. The stem gets squeezed out of the way, then gets dry and the leaf drops off.

If they were left on the trees, the wind would blow them and they would be torn in pieces. They would look ragged and the trees would not be pretty.

Suppose the leaves remained on the trees all winter!

When the cold days come, we look out of the window some morning and find the air full of little snow-flakes.

As the snow comes down, it would rest on the leaves and make the branches so heavy they would break.

The little seeds that have ripened on the plants

have fallen to the ground. They will stay there all winter. How are they going to keep warm?

The little leaves cover them up and make a warm bed for them.

By and by these leaves decay. Plants get some of their food from them.

(1) Review. Write on board.

The leaf cannot stay on the twig very well, because the new bud which is growing pushes it off.

If the leaves did not fall in the autumn, they would be torn to pieces by the high winds.

The snow, resting on the leaf, would make the branches so heavy they would break.

What would the poor little seeds do in the long, cold winter, if the leaves did not cover them up so nice and warm?

Plants, too, depend on the decayed leaves for their food.

(2) Study spelling.

(3) Draw a twig showing leaves and leaf-bud on board.

(4) Children draw on paper.

(5) Write a letter to your sister telling her what we have been doing with leaves.

Third and Fourth Weeks.

(1) Press leaves. Write names on board.

(2) Answer the following questions orally:

What do we find where the leaf joins the branch?

If the leaves stayed on the tree what would happen when the cold winds blew?

Would the snow, resting on the leaf, make any difference?

How do the seeds that have fallen from the trees keep warm?

Are the leaves of any use after they have decayed?

(3) Write answers to these questions.

(4) Let each child bring a leaf. Copy from the board and fill in blank places.

"I am a (maple) leaf. I grew on a tree on (Spruce) street. The bud near my petals grew so (large) that it (pushed) me (off), and I fell to the (ground). (Mary) picked me up and took me to (school) with her. She is (writing) a (story) about me."

(5) Mount the leaves.

Literature.

Read, "The Anxious Leaf."

Class recite, "Come, Little Leaves."

Read, "Hawthorne's "Golden Touch."

Class recite, "The Kind Old Oak."

CLASS WORK OUT OF DOORS.

In pleasant weather have as much class work as possible out of doors, especially with small children.

It is inconceivable that any primary school should not have a yard, or at least a wide open space, in the basement or on the roof.

It is so unnatural to have children, especially the younger children, stay in a closed room sitting quietly.

The Forestville school, Chicago, arranges to have grass, shrubs, and flowers in the yard, and classes are allowed to go out in the yard in warm days and study, sitting on benches or on the grass.

Many class exercises for little children are much better out of doors. There are many exercises or games by which early number work can be best

taught out of doors, and all geography lessons, informal, of course, can only be well taught in the open.

Some enthusiasts want all school work done out of doors. This is extreme, but it is not as extreme as to have all school work in closed rooms.

The happy medium is to have as much of the school work out of doors as is feasible. The ideal is to begin gradually and work out the problem as fast as possible.

In rural schools it is easy to have much school life out of doors.



A STIMULUS FOR GOOD SPELLING.

One of the simplest and best ways to have pupils of the seventh and eighth grades get good spelling lessons, is to keep their grades where each one in the class can see them from day to day. I have used the following plan with very good results. Reserve one end of the blackboard for a drawing in which to place the grade of each pupil every day.

Draw as many horizontal lines as there are pupils in the class. At the left of the drawing, draw a perpendicular line, allowing space on each horizontal line for the names of the pupils. Draw perpendicular lines, crossing the horizontal lines, so as to make ten little squares, or spaces, for grades on each line. This drawing will be good for two school weeks, when the class recites once a day. At the end of the two weeks the ten grades of each pupil are averaged, and the one who receives the highest average will have his name placed at the top of the list for the following two weeks. Arrange the rest of the names according to the average they have received. They all try to have their names at the top of the list, or as near the top as they can. I generally use colored crayon with which to make the drawing. This plan may also be used in the fifth and sixth grades.



AN ATTRACTIVE SCHOOL-ROOM.

A few weeks ago, I visited a school-room in a nearby village. The teacher met me with a smile and invited me in. One could see by her manner she was a teacher who was always ready for visitors and not a teacher whose work and room have spells of being in disorder. As I listened to the classes, I looked around the room.

The windows were on the left side of the room, and in them were many beautiful plants and vines. In the front of the room was a blackboard above which was an American flag. In the chalk tray there rested several pictures of Lincoln. At one end of the blackboard was a calendar of three colored butterflies, placed one above the other, and joined with ribbon. I think the calendar pad was on the lowest butterfly. On the other side of the door was a chart with a verse about Washington, and his picture. On the wall were the colored supplements of Primary Education, which we all find so useful. On the side blackboard, was the reading lesson of the day. The new words of the lesson were written with a colored crayon. Other words were written on stairs, and the child who could climb the stairs had his name in a yellow house at the top. On this board was a verse about Washington, which the children recited. Resting on the chalk tray, were flags colored by the children. Above the blackboard was a border of bright autumn leaves.

STORIES FOR TEACHERS AND PUPILS

A FIRE-FIGHTER'S ADVENTURE IN THE DAYS OF THE HORSE-DRAWN TRUCKS

A True Story by Ray Stannard Baker, in McClure's Magazine.

When the truck of twenty-one came out of her house, McDermott sat with his legs braced, and turned the iron tiller. What with her ten ladders—one an 85-footer—her two line guns, and her hand extinguisher, to say nothing of axes, ropes, lanterns, door-jimmies, smoke-hoods, jumping-nets, and all the other various armament of the fire-fighter, Truck 21 weighed something more than five and a half tons; but McDermott brought her around the sharp corners, among the frogs of the car crossings, as if she were a buckboard.

McDermott is an Irishman, built as square and solid as a post; not tall, but heavy; short of legs, long of arms, and thick through the chest, where a man's strength lies. You would know him for a fireman from the puckered red scars on his face where he has been cut with falling glass. He is one of the twelve men chosen from more than 2,000 as members of the Exhibition Class, for ladder work, for net-jumping, and for other feats of muscle and daring.

It was shortly after noon on St. Patrick's Day when Truck 21 stopped in Forty-sixth Street near Fifth Avenue. There had been a 3-3 alarm, and Martin had driven the big blacks a mile through crowded streets in a few seconds more than four minutes. Above the hotel the smoke was already rising in huge, slow-moving clouds. It was even creeping from the tops of the upper windows, with here and there red streakings of fire. In the streets the policemen were pressing back the broken St. Patrick's parade, men were rushing in and out of the hotel entrance like bees at a hive, and over all rose the vast roar of voices.

The marks yet remain in the pavement where Truck 21 stopped with set brakes. Martin threw his seat forward, and he and McGuire and the others sprang to the windlass of the extension ladder. Just then Beggin, the captain, saw a woman sitting perilously on the ledge of the sixth-story window, eighty feet above the stone flagging of the sidewalk. She was waving her hand and screaming, although the noises of the fire drowned out the sound of her voice. There was fire above her and smoke below, and the windows were giving out a peculiar ominous orange glow that told the grim story of the destruction within. Beggin motioned to McDermott. Without waiting to put on his sealing belt, McDermott wrenched a sealing-ladder from the truck and ran to the building. Raising the ladder, he drove the long steel hook through the glass of the second-story window. Then he ran up like a cat, crooked one leg over the sill, braced himself, drew up the ladder hand over hand from beneath him, and plunged the hook through the third-story window; and thus, like a great measuring worm, the man and the ladder crept up the sheer brick wall. At the fifth floor the heavy glass of the window fell in fragments in McDermott's face, cutting him deep over the eye and on the hand. He drew his sleeve across his face to wipe away the blood, and hooked the

ladder over the sill of the window where the woman sat. Instantly she turned as if to come down or else to jump. "Keep quiet," shouted McDermott; "I'll take care of you."

Mounting now until he could see in at the sixth-story window, he saw the inner walls all afire and the entire interior a raging furnace. The woman on the sill was pale and scarcely conscious. She held in her lap a small, barking pet dog wrapped in a cloak. On her left wrist she carried a little leather bag of jewels, and she clutched a purse firmly in her hand. McDermott threw the dog and the cloak inside the room.

"You must do just as I tell you," he said. The woman turned on the sill, with both feet out of the window, and leaned a little outward. The crowd below held its breath. McDermott went a few steps down the ladder, grasping the sill with his right hand; the woman slid out upon his left shoulder. She was heavy, nearly 170 pounds; the ladder, unanchored at the bottom, swayed under the weight of the two like a cotton string. For a moment McDermott paused before he let go of the sill. Then of a sudden, from within the building, there was a terrific roar of falling walls, and smoke and fire gushed outward from the windows above them. McDermott let go and stepped down one round. His foot held a moment, and then the round gave way with a snap, broken short off. Instantly the ladder swung far out to one side, and McDermott hung there in mid-air by one hand, six stories up, with a fainting woman on his shoulder. He felt the tendons of his arms stretching, indeed snapping; but he did not lose his presence of mind. Grappling with his legs, he succeeded in getting another foot-hold. A few rounds more, and he had reached the bottom, and there he hung waiting. Beneath him he could see the dense masses of men in the street, and above him the white streams of water from the engines curving like bows and opening in spray at the ends where they cut into the rolling smoke. And of all the sounds he heard, that of the fire rose in a vast volume above everything else. Blood from his cuts was trickling into his eyes again, his arms were numb, and he was choking with smoke.

In the meantime Beggin and his men had lifted the extension ladder. It now swung and swayed eighty-five feet in the air. Seen against the black walls it seemed a mere thread. And yet on the very top round, with his legs drawn up under him, sat McGuire. Gently the ladder nodded toward the building. McGuire reached out and touched McDermott. "Hold on, old man," he said.

Then, with infinite care, but swiftly, McDermott stepped from the sealing ladder to the extension ladder. It was a moment of awful uncertainty. If the frail ladders, one of which was loose at the top, should be parted under the strain of the heavy burden, all three would drop to their death seventy feet below. They were half down when they heard

a faint sound of barking above them. There in the window stood the pet dog, begging as piteously as a dog could. It was as much as a man's life was worth to venture upward again; but McGnire went. He took the little dog under his arm and brought him down. "I couldn't see him burned," he said afterwards somewhat shame-facedly.

All this, from the moment Truck 21 stopped until McGuire reached the ground, had not taken more than ten minutes. If they had stayed one minute longer they would have been buried, truck and all, in the ruins of the hotel, for the wall fell just as they reached safety.

McDermott showed me the scars on his face and hand and the ugly swelling on his wrist where the tendons had "drawn." He also showed me a little flat leather box containing a gold shield pendent from a gold bar. The brief account of McDermott's deed on the shield was as graphic as the Bible. I asked him if he would do the same thing again if he had the chance:

"Of course," he said, "it's business."

STORIES FOR PRIMARY CHILDREN.

The following stories may be told by the teacher to primary children. The purpose should be so to tell them that the children will be interested enough in them to re-tell them to the teacher. These stories will form the basis of good oral language work. Every primary teacher should devote at least one period a day to such oral work:

The Goose and the Golden Eggs.

There was once a man who had a goose that laid golden eggs. Every day he found a new, bright golden egg in the goose's nest. At last the man grew so greedy that he wanted all the eggs at once. He thought he would find plenty of golden eggs in the goose's body, so he killed the goose. He was greatly disappointed when he found no eggs. By killing the goose he lost the eggs and the goose as well.

The King Stork.

There were once some frogs which lived in a beautiful lake. They thought that they would be perfectly happy if they only had a king. A stork was sent to rule over them. The frogs went out to meet him gladly. The stork put forth his head, took up a frog and swallowed him. Then the frogs were very sorry that they had asked for a king. Every day the stork king did the same thing until all the poor frogs had disappeared.

The News-Dog.

A little newsboy has a dog named Bruce. Every day this dog may be seen by his master's side holding a newspaper in his mouth. If a man takes the paper Bruce wags his tail as if pleased. He takes the money in his mouth and holds it till his little master takes it from him.

The News-Boy.

Albert is a little newsboy. He stands on the corner and sells papers to the people who pass. Sometimes it is very cold, but Albert is a brave boy. He does not mind if Jack Frost does bite his fingers.

Rural districts in Denmark show less than 1-20 of 1 per cent illiteracy. In the United States the corresponding figure is 10 per cent.

THE ORIGIN OF CHALK.

The whole bottom of the Atlantic is a vast plain of chalk, covered by a bed of soft, gray mud, which also is chalk not yet hardened. All over the world this chalk is found—in Europe, Asia, and Africa; the white cliffs at Dover, from which England takes the name of Albion, are chalk; the city of Paris is built upon chalk.

And now we come to what it really is, what it is made of. Do you think you can realize that that vast mass of chalk which forms the Atlantic floor, to say nothing of the thousands of miles of it all over the globe, is composed of the petrified bodies of innumerable tiny things which come to life in the sea, float about a while, live their own life, and die and sink down, down, so slowly that it takes years to reach their burial place!

Can you realize that for ages countless myriads of these tiny things went on living and dying and falling to the bottom and becoming hardened into that friable white substance which we call chalk?

These tiny creatures are mere particles of living jelly, lighter than the lightest dust, without mouths, nerves, muscles or distinct organs, and yet capable of feeding, growing, multiplying and dying; of drawing into themselves the carbonate of lime which is in the water, and out of which grow the skeletons or shells which help to make chalk, for chalk, when analyzed, is simply carbonic acid gas and lime, or, as chemists call it, carbonate of lime.

And this is how you find it out: If chalk is heated to a high degree the carbonic acid gas will fly away and there will be only lime left. If, again, you scrape some chalk down fine into a good quantity of strong vinegar it will bubble and sizzle for a little, and then there will remain only a clear liquid. In this experiment you see the carbonic acid gas going off in bubbles; the lime, dissolved in the vinegar, vanishes from sight.

The way the history of chalk was found out was by sounding the Atlantic with a lead having an attachment to which the mud stuck. The whitish-gray mud was dried and put under a microscope, which revealed the corpses of these little jellyfish of all sizes and in all stages of petrification. This species is called globigerinae, and the scientists soon found out that these were exactly the same as found in the great chalk cliffs and other formations.—American Boy.

The cities of Ulm and Frankfort, in Germany, are trying a novel plan for housing their teachers. They are selling to their teachers good municipal land at a low price and accepting a mortgage on it at low interest. In Frankfort this mortgage may amount to 90 per cent of the value, so that the applicant has to provide but 10 per cent from his own funds. The tax and mortgage payments together, it is said, do not amount to any more than reasonable rent, and with his regular "house money," which is allowed him besides his salary, the teacher is soon the owner of his own home.

San Francisco, one of the few large cities without kindergartens as a regular part of the public school system, intends to establish a number of kindergartens in the fall, according to information received at the United States Bureau of Education.

North Carolina Education

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The first thing for you to study is the census returns. Be sure to get the census as soon as possible.

Superintendent E. D. Pusey, of Goldsboro, has so organized his school that he will have no retarded pupils.

The proceedings and addresses of the last Teachers' Assembly has been published by the Department of Education. Every teacher should get a copy of it.

Have you a large number of pupils retarded in the grades? If so, it is due to one of all of the following causes: poor teaching, poor courses of study, or poor superintendents.

Dr. R. T. Vann is right. We need a board that will mark out the lines for all degree-granting institutions and make them live up to their catalog statements or withdraw their charters. In fact, it would be interesting to know how many institutions are violating the Pure Food Law.

"The greatest need of rural schools is better supervision, removed entirely from politics, and a longer tenure of office," says J. B. Arp, County Superintendent of Schools, Jackson County, Minnesota. "Every county or rural supervisor should be appointed on merit of service and education, and not be restricted to any county or any State."

Superintendent C. C. Wright, of Wilkes, says in his last report, that every active teacher in his county is a member of the Teachers' Reading Circle. "For the fourth year's course," he says, "we already have 142 certificates. Two hundred and four teachers have finished the first year's course and received their certificate of credit." What other county can show such a record?

ACADEMIC TREASON.

The head of a certain institution of learning in North Carolina wrote to a certain city superintendent in this State offering him a certain commis-

sion if he would turn some students in the direction of that institution. He closed his letter with the very insinuating statement that he would "Make you a very attractive offer on a commission basis."

Such contemptible practices as this will not cease until there is some authority duly appointed with power to visit such institutions and publish to the world their unprofessional deeds. Such folks as the one described above fear publicity more than his satanic majesty.

MR. S. S. ALDERMAN BECOMES ASSISTANT EDITOR NORTH CAROLINA EDUCATION.

Professor E. C. Brooks, of Trinity College, who has been editor of **North Carolina Education** since its foundation, will spend next year in New York pursuing a special line of work in Columbia University. Although he will continue to edit **Education**, it will be necessary for him to have an assistant, and we take pleasure in announcing that Mr. Sidney S. Alderman, of Greensboro, has been selected for this work. Mr. Alderman is a graduate of Trinity College, was a student of educational principles under Professor Brooks, and is a writer of considerable force and versatility. He will visit during the year the County Associations and will seek to secure for **North Carolina Education** the best expression of the teachers and the most helpful suggestions.

W. F. MARSHALL, Publisher.

THE DURHAM COUNTY PLAN.

Superintendent C. W. Massey, of Durham County, is perfecting plans for greatly improving the value of all the schools of the county by employing supervising teachers of agriculture, domestic science, and primary methods.

The last General Assembly authorized the Board of Education to establish a farm-life school. This is being perfected in connection with one of the State high schools, and a dormitory is now being completed. An inspector of agricultural instruction will be employed and he will make his residence at this school where sufficient land has been secured for demonstration purposes. This inspector will also supervise the teaching of agriculture in all the high schools of the county.

It is interesting to know that Durham County has twelve high schools, five of which have a four-year course, and seven, a three-year course.

The supervising teacher of agriculture will work with all twelve of these high schools, studying the soil and plant life in the neighborhood of each, and guiding the work of the boys' corn clubs.

In addition to the work in agriculture, four domestic science teachers will be employed in four of the rural high schools. A room in each will be equipped for the teacher, but the plan is to have the practical work done by the girls in the home. These

teachers will make a study of the foods in the home and instruct the girls how to prepare these foods.

A supervising primary teacher has also been employed and she will work with the primary teachers of the county, instructing them in methods and practical work of the primary grades.

In order to make this work as effective as possible, the teachers of the county will be divided into three groups—high school, grammar school, and primary teachers. They will meet separately in their association work and study subjects and problems pertaining to their respective needs.

A NEEDED REFORM.

There is no end to the making of new text-books. The makers of our texts on grammar have not only not reached an end, but they have so confused the whole subject that if a teacher comes up to-day to stand examination on that subject she should be permitted to choose the text from which the questions are taken. This is not only just but necessary.

The National Educational Association, recognizing this evil, has adopted a recommendation that was reported by a committee of educators from various sections of the country urging standardizing grammatical nomenclature.

An illustration used by the committee in emphasizing the great confusion prevailing in the names for words in the same grammatical construction was this: "In the sentence, 'John is good,' it was found that the word 'good' was called by nine different names in twenty-five grammars; the word 'John' in, 'This is John,' was called by nineteen terms; in the sentence, 'We made John president,' the word 'president' was given eighteen different names in the text-books examined."

WHERE THE CITY SCHOOLS FAIL.

We have just studied a number of graduating classes and we find the usually small per cent of boys. In some there are no boys, while in others there are only one or two out of ten or fifteen pupils. The public should know this fact, that where such conditions prevail it is the fault of the principal, the superintendent of the schools, and the board of trustees. There is no longer any doubt about this fact, and the public is paying its money to men who do not and will not learn how to conduct a city school system.

This is plain talk. But it is the truth, and we are approaching a time when there will be a serious reaction against public education unless those who administer the affairs of our town and city schools learn how to organize and conduct the work of the schools. It is not our purpose to discuss in this article the cause of the superintendent's failure, but during the year we shall publish a series of articles on this subject.

The public does not know how to supervise a system of schools. It, therefore, employs a man who, from his testimonials, should know how to conduct the affairs of the school. But if he fails, and many are failing in this State to-day, the public scarcely knows it. If a few men have their suspicions aroused that the school is not what it should be, the superintendent can muddle the whole argument by referring to "the best pedagogical practice of the day" and stop the argument, but not the criticism.

It is sometimes the case that boards of trustees are unprogressive, show favoritism, and fix on the community a group of home talents that are incompetent. But in this case the superintendent is more than apt to be a man who has little influence with his board.

In order to bring this question of school administration before the teachers of the State, we will run a series of articles this year on School Administration.

MR. SAMS SECRETARY OF THE TEACHERS' ASSEMBLY.

To the Members of the North Carolina Teachers' Assembly:

At the last session of the Teachers' Assembly the election of a Secretary-Treasurer was left to the Executive Committee. After the most careful consideration, the committee has perfected an agreement which promises beneficial results to the Teachers' Assembly. Beginning with August 1, 1913, Mr. E. E. Sams, of the State Department of Education, becomes Secretary-Treasurer of the Assembly, and Mr. Sidney Alderman, a graduate of Trinity College, becomes Assistant Secretary-Treasurer of the Assembly, Assistant Editor of **North Carolina Education**, and Secretary of the Education Campaign Committee. An office will be fitted up for Mr. Alderman in the State Department of Education, and he will give his entire time to the work of the Teachers' Assembly, **North Carolina Education**, and the Educational Campaign. Thus, without any additional cost, the Teachers' Assembly gets the benefit of Mr. Sams' experience and familiarity with the educational conditions in the State; and also will have a man who, under Mr. Sams' immediate supervision, will be "on the job" all his time. This arrangement cannot fail to prove beneficial for the Assembly.

Whatever success the Assembly may have had during the past few years has been due entirely to the fine spirit of support and co-operation which its members have always manifested, especially toward the Secretary, upon whom naturally falls most of the burden of administering its affairs. I cannot resign the duties of this office without expressing to the members of the Assembly my very sincere thanks for their innumerable kindnesses and courtesies to me during the six years of my service; and bespeaking the same co-operation and forbearance on your part for my successor.

The next session of the Assembly will be held at Raleigh, November 26-29, 1913. It will be the thirtieth anniversary of the Assembly, and under Mr. Sams' direction will be the most notable session ever held of the Assembly. Every member of the Assembly ought to become an agent to bring the Assembly, its pleasures and benefits, to the attention of other teachers, and induce as many as possible to become members. "In union there is strength."

The proceedings of the Assembly for 1912 have been mailed to the members at the postoffice addresses given on the registration cards at Greensboro; if, for any reason, you have failed to receive yours inquire of the postmaster, or drop an inquiry to the Secretary.

Hereafter all communications in regard to Assembly affairs should be addressed to Mr. E. E. Sams, Secretary, Raleigh, N. C.

Very truly,

R. D. W. CONNOR.

THE FINES AND PENALTIES OF THE CITIES MAY REMAIN IN THE CITIES.

Attorney-General Bickett writes Dr. J. Y. Joyner an interesting opinion as to the recovery and use of some fines by municipalities.

The case came up from Charlotte. A citizen was sued for exceeding the speed limit with his automobile and the city brought action for recovery of the penalty. The opinion of Attorney-General Bickett is that the Charlotte authorities were clearly within the law. He says:

"In response to your inquiry of recent date I beg to advise: It appears that recently the city of Charlotte brought a civil action to recover a penalty for the violation of an ordinance of the city. The penalty was recovered and turned into the treasury of the city. My opinion is desired as to whether this penalty can be recovered by the County Board of Education for the benefit of the general school fund of the county."

"The article of the State Constitution pertinent to the question is as follows: 'The clear proceeds of all penalties and forfeitures and of all fines collected by the several counties for any breach of the penal or military laws of the State shall be faithfully appropriated for establishing and maintaining free public schools in the several counties in this State.'

"In Private Laws of 1909, Chapter 338, it is provided that the city of Charlotte may sue in the Recorder's Court to recover penalties for a violation of the ordinances of the city.

"Construing the article of the Constitution above-quoted, the Supreme Court says: 'A fine is the sentence pronounced by the court for a violation of the criminal law of the State. A penalty is the amount prescribed for a violation of the statute laws of the State or the ordinance of a town and is recoverable in a civil action of debt. Where such fines are collected through the mayor by virtue of his authority as a justice of the peace, they are to be accounted for to the Board of Education. It is otherwise as to penalties imposed by the ordinances of a city and which are sued for in a civil action.'

"Board of Education vs. Henderson, 126-693.

"The same doctrine is enunciated in School Directories vs. Asheville, 137-503; Bearden vs. Fullam, 129-477; and Commissioners vs. Raleigh, 88-120.

"The net result of all the authorities seems to be that when a penalty is imposed in a criminal prosecution brought in the name of the State the clear proceeds of the penalty must go to the General County School Fund, but when a penalty is recovered in a civil action by a person or by a municipality authorized to use for a sum the mandate of the Constitution does not apply. A municipality may prescribe penalties for violation of its ordinances and may collect and appropriate to itself the proceeds of such penalties.

"Connon & Cheshire's Constitution, page 353.

"It is true that by virtue of Section 3702 of the Revisal every violation of a town ordinance is made a misdemeanor and the mayor may issue his warrant in the name of the State against the offending party. Fines imposed in such a criminal prosecution must be paid to the general school fund. But this does not preclude the city from suing for the penalty in its own name.

"In fact for the violation of the ordinance the

offending party may be proceeded against at the same time by the State for having committed a misdemeanor and by the city for the collection of a penalty.

"It follows that the city of Charlotte in suing for its penalty in the case under consideration was acting well within its rights."

VALUABLE SUGGESTIONS FOR THE SUPERVISION OF SCHOOLS.

The supervisor of rural schools of Anne Arundel County, Maryland, takes notes on the following points when visiting a school:

"In visiting a room I take note, among other things, of the following items:

"(1) The neatness of the room, walls clean and adorned with pictures of educational value.

"(2) Condition of yard and outbuildings.

"(3) Are pupils not reciting busy with some seat work or studying lessons?

"(4) Does the teacher have good order?

"(5) (a) Is the lesson well developed?

(b) Does the teacher do the whole work, or require the pupils to do their part?

(c) Is instruction superficial or thorough?

(d) The kind of oral and written work accepted by the teacher.

(e) Results observed.

"(6) Manners of pupils in school, at recess.

"(7) Attitude of teacher towards the pupils and the profession.

"When my visit to a school is nearly over I speak to the children on one of the following subjects:

"(1) The school system, members of the School Board and their work for the children of the county.

"(2) What my work is as supervisor.

"(3) Dr. Bates Stephens (the State Superintendent), his position and work.

"(4) Kindness to old people, especially relatives in the home.

"(5) Helpfulness to parents after school; parents' kindness and care of them.

"(6) Gentle and courteous manners at all times.

"(7) Kindness to dumb animals; protecting song-birds.

"(8) Care of school books loaned them.

"(9) Neatness in person, and care of desk and school.

"(10) Home work given by the teacher.

"(11) Life work for older pupils.

"(12) Saving their pennies that they may have dollars.

"Young teachers are requested to ask my help in teaching any subject they find difficult. My help is always given to the best of my ability and most willingly."

THE MISSION OF A COLLEGE.

(Selected from the "Statement of the Trustees of Trinity College" on receiving the gift of \$1,418,-061, in June, 1913.)

We cannot accept the idea that an institution of learning is a community removed from the scenes of toil, strife, and responsibilities. As a community composed of a body of men possessing accurate knowledge and capable of large helpfulness, it is charged with extraordinary obligations to render a share of work proportionate to its endowment of power. The college man should always have his

place in the scenes of hardest tasks and most pressing needs. Confirmed as we are in the belief, we wish Trinity College to be accounted a part of our social machinery and to be administered as an agent of good. The questions which must at all times disturb society in every sphere of its activities, especially in a period of progress, call for wisdom, courage, and patient toil; and the college should not wish to escape the hardships and sacrifices which belong to active service in any field of work. It is surely no less the duty of the college to promote social purity, political honesty, industrial fairness, commercial honor, and religious integrity than to impart information in literature, science, and philosophy. And at the time of passion and confusion the clearest voice, the voice freest from the prejudice of class interests, political greeds, and industrial spites should come from the college. It is, therefore, our earnest wish so to direct Trinity College that it may do its full share of work in every scene of human need and human toil.

DEFICIENT CHILDREN AND HOW WE WORKED TOGETHER.

(Continued from page 8.)

their homes to appeal to their aesthetic sense, I spent a great deal of time on picture study with them. I tried to make the school-room as attractive as I could by occasionally adding new pictures by the best artists, by using flowers, dolls, or anything pleasing to children, and also by displaying the best work of the pupils day by day.

There were several instances when I noticed that we seemed very closely drawn together, when we took a field walk to visit and observe our class tree, when we dramatized stories or nursery rhymes, when we played games in the school-room on rainy days, when we planted our seeds together, but I think perhaps the bond of sympathy and good fellowship between us was strengthened more than ever before when we worked together to buy curtains for our room. I wanted each child to have a share in them, and to feel that he had helped pay for them and they were part his property.

There was no prouder grade of children anywhere

than mine when we put up our new curtains and "dressed up our room" as they expressed it, "the prettiest of anybody's."

After this I tried to get them to watch for the beautiful sunsets, beautiful flowers, trees, pictures, and beautiful manners.

A Beauty Table.

We had what we called a "Beauty Table" on which we put a flower, picture, shell or whatever we could procure—the prettiest we could find. This would remain on the table a day or so until replaced by something else. The children took great pleasure in watching this table and in helping to make it attractive.

Why the Work Was Successful.

Whatever success I have had in my efforts with them this year has been largely due to the following causes:

- (1) The help and sympathy of the superintendent and some of the trustees.
- (2) My trying to keep in touch and sympathy with the home life of the children.
- (3) Trying to find by what means the pupils could best express themselves.

Just here I wish to mention the hand work these children have done and how proud I am of their paper cutting, drawing, and construction work. They seemed to get a great deal of pleasure in this kind of work and realize that it was really worthy of praise and a credit to any primary grade. I have observed that pupils of the mental calibre of most of this class can often be reached by work with the hands when all else has failed; another plea for hastening the day when manual training shall be taught in every school.

One of the greatest drawbacks I have had has been the result of inattention and irregular attendance on the part of my pupils. I think the inattention is greatly caused by irregular attendance. The children lose interest in their work when they are out of school so much. My visits to their homes have helped correct this to some extent; but I think nothing but compulsory attendance will make indifferent parents realize what they owe to their children and what the children can do when given a fair chance.

WHAT'S THE USE OF LATIN?

At a recent meeting in Cincinnati of the Classical Association of the Middle West and South the most interesting number on the program was an exhibit which was intended as an answer to the school boy's question, "What is the use of Latin?" This exhibit was prepared by the Latin teachers of the Oak Park High School for use with their own students.

It is held that an abstract statement as to the practical value of Latin and Greek has almost no effect upon the high school boy or his parents. On the other hand a concrete illustration in pictorial form not only holds his attention but sometimes convinces. He is far less liable to say, "What's the use of Latin?" if he can see with his own eyes just how the classic afford practical help in connection with the modern languages, the professions, science, art, etc.

The exhibit was divided into eight parts, as follows: (1) The English Language; (2) English Literature; (3) Romance Languages; (4) The Professions; (5) Science; (6) Art; (7) A Broad-Minded

View of the Present; (8) Miscellaneous Points. The illustrations in each division were well conceived and well carried out.

For instance, in the division of the English Language there was a picture of an English dictionary lying open, with the small part of the page that would contain all the non-Latin words colored red, while the rest of the page, containing the Latin words, was black. In the English Literature Division there were several well-known quotations from English and American poets, each containing some classical allusion that every high-school Latin student should understand, and these allusions were in red, while the rest of the verse was black. There was also a large circle representing the body of English Literature, and inside of it was a huge circular black spot entitled, "The Blind Spot of Those Who Do Not Know the Classics."

In answer to the question, "Why isn't it just the same if I get my knowledge of classic literature (Continued on page 23.)

TEACHING MODERN LANGUAGES IN THE SCHOOLS

By W. H. Wannamaker, Trinity College, Durham, N. C.

I shall begin this brief discussion by raising and answering from my point of view the question as to the real purpose of the study of a foreign language in the schools, for on the purpose to be accomplished must depend to a great extent the manner in which to go about it. Is the ultimate goal the practical mastery of the language and should the instruction be of a kind and in a way to accomplish this purpose with as little mental labor to the pupil as possible? Should "short cuts" be discovered and pursued and the tasks made light and simple by the teacher? Should the pupil, in other words, learn the language as nearly unconsciously as possible and much in the way that a child learns its mother tongue?

The Purpose of Modern Language in the High School.

Assuming as a fact that in the schools hardly more than two years can be devoted to such a study, and that after leaving the schools only a small proportion of our pupils continue the study or use of the language, we must realize that such a purpose is foredoomed to failure; for in so short a time not even the brightest ones acquire much facility in the correct use of the speech. As a matter of fact, with only two years of study such a method of procedure amounts to little more than a picnic frolic in learning how to use a few phrases for entertainment. Where one is getting ready for a trip to the especial foreign land, such a method is to be recommended if the time is limited, but our pupils are being prepared, let us hope, for quite a different sort of expedition. Furthermore, it is a fact observed by trustworthy specialists and authorities that the inheritance, absorption, or unconscious imbibing, as it were, of several languages through peculiar environment, such as we find in parts of the world, does not effect that mental discipline and training, that intellectual alertness, breadth of view, open-mindedness and culture that result surely from the learning of foreign languages by hard and intelligent conscious effort. Two or three languages thus acquired amount to little more than one big complicated speech. The foreign laborers, venders of peanuts and ice cream in our country who have picked up a fairly intelligible English and who understand almost perfectly what is said to them in English, know in a practical way far more English than our high school pupils can learn of German or French. But these people are by no means any better educated than if they had never heard of English. And they have surely learned it by the natural method.

No, we must have quite a different purpose in view and teach so as to achieve it. What we must seek is the great profit that comes through and during the actual learning of the language. Just as the amateur athlete seeks to master a difficult feat in the gymnasium because his body is developed through the exercise and not because he seeks later pecuniary profit from the final ability to perform the feat, so we should never lose sight of the fact that the main object of the study of foreign languages in our schools is this study itself. Such study has long been regarded as a most important factor in all

recognized systems of education and has been rigidly enforced.

The Value of Language.

Now grammar is the theory of human speech and reveals the very principles of thought expression. What is more fundamental and elemental than speech? We all use language, and nothing can be nearer to us and therefore more interesting and illuminating than the study of the ways other people have evolved of expressing their thoughts and feelings. It is when studied intelligently and with wise guidance from this point of view that foreign language study becomes most profitable. And when we reflect that the great modern languages represent in their grammar, structure, and vocabulary the product of the combined labor and thought of the wisest and most gifted men who have ever used them, we must believe that from the study of these languages in the right way a mental profit is derived comparable to that got from nothing else in our school curricula.

I admit that some sort of justification might be found for the so-called natural method of modern language study in our schools if we were still making wise use of Greek and Latin for the training that comes from no other source. But we have almost entirely given up Greek, wantonly cast away the pearl of priceless value, and are in danger of giving up Latin. It is doubtful if we shall ever find a substitute comparable to Greek. Now that the modern languages are coming into favor, let us not make the fatal blunder of not deriving from the study of them at least a partial equivalent of that which we are rapidly losing. It is, then, this peculiar mental training and discipline that we seek for from the study of the foreign language. To acquire it the pupil must be made to do hard, thorough work.

The language must be studied from the start: its sounds must be mastered and the symbols used to represent these sounds to the eye must be thoroughly understood. He should be made to appreciate the fact that the living spoken language has outgrown, as it were, its clothes, and that spelling has not kept pace with the incessant change or progress of the spoken words, which are daily subjected to the wear and tear of millions of vocal organs. Comparisons with his own language from this standpoint will place the whole question of spelling in an entirely different light for him and will show him the relationship of the spoken and the written language in a way he has never seen it before.

Let me say here that only by constant writing from careful dictation, first of individual sounds and then of words and finally of sentences, can the pupil learn to spell and understand the spoken language. Dictation is a most helpful, indeed necessary, means in language study, whether English or the foreign language. And in this spirit the study of the grammar should be taken up. It must be learned, not merely read over in such a way as to enable the pupil to recognize forms when he sees them. The fact that it is hard of mastery, or complicated, is just the reason why it should be studied all the more. Why should we seek to make the tasks of our ninth and tenth year boys easy? I fear our

humanitarianism has begun to emasculate even our educational system and that both in the home and the school we are teaching our children to avoid rather than seek hard tasks. Our own language has been so simplified and degrammatized that it scarcely suffices longer to illustrate the principles of grammar, and a study of it alone falls far short of the purpose of language study. Consequently, the wise teacher welcomes just such a gracious opportunity as comes from the complexities of German grammar and word order. Through them he can explain satisfactorily those fundamental principles of the science of grammar that he has labored to make clear to his pupils, but which with their own remarkably reduced grammar they have not grasped. And for this very reason the German language is unquestionably better adapted for high school work than is French. Its grammar is far richer, more complicated, if you please, but certainly withal far more graspable and learnable than that of the French. The very intangibility of the latter, its illusiveness, its exquisite delicacy of distinctions, its very soul that is so utterly unteutonic all mark it as better fitted for later study. That it has been begun in the schools earlier than German and even now is more widely studied, finds a ready historical explanation and rests on an old misconception and an established custom.

Method of Study.

Now, I do not at all mean to suggest that the study should be so conducted as not to make the eventual practical mastery of the language both possible and complete. Far from it. Indeed the teaching should constantly look to that goal, or have that ideal, but not be conducted in a way to sacrifice what I have indicated as the main end in view. And while the language should be recognized as a living speech and not merely as a book language, all the written and oral work should be selected and directed so as to fix in the mind of the pupil the forms of the language and to give him that great pleasure, the opportunity to use his knowledge. At all stages of the study, comparisons should be made with his own language. Not only thus does he come to know more intimately the real genius of his language and to appreciate its peculiarities, he also learns to perform one of the especial functions of education, that of comparing and inferring. Suppose, for instance, he is studying the German verb forms. He should not only learn absolutely all the endings and tense and mood differentiations, but he should also be made to spread the whole table side by side with that of the English verb that is not rich in endings but quite complicated in combinations, and thus acquire a conscious feeling for both. He should be made to appreciate the essential differences and to feel the superiority and inferiority of each language as compared from this point with the other.

Of course, it goes without saying that the teacher should be resourceful enough to make his work interesting and plainly progressive. But the pupil's spirit of interest and satisfaction ought to rest on his knowledge of progress and achievement, and but few pupils will find the work uninteresting if they clearly see this progress, and also appreciate the fact that they are slowly but surely mastering another way of arriving at the greatest of all man's achievements: that of giving expression to human thoughts and emotions.

PRIMARY READING.

The 1-A Class read wretchedly. Was it reading—that nerve-racking rendition of words that seemed to call up no thought picture?

Easier selections brought little improvement, so I put them with the beginners' class for a blackboard game. "Read this and then **do** just what I direct you" (emphasizing the fact that by the crayon I was telling them something quite as much as by my voice). I wrote quickly one sentence at a time, as: "Please bring me a book," "Please bring me the green box," "Put the box on my desk," "Bring me a red book, John," "Put the little green book on this red one." (How long it was before Bert did that, while the beginners were fairly jumping out of their seats in their eagerness!) Some were very slow but I smilingly refused a green book when the crayon and demanded a blue one. Soon they could grasp and follow a simple direction at once; and those groups of words meant thoughts!

I returned to simple interesting selections in the reader, first getting the children out of their stiff reading-class selves by a brisk chat about ants, leaves, or whatever the subject might be. Then, "This first sentence tells us something about the ant. What is it, Edward? Yes! Now read that to us, Lucy!"

A poorly read sentence was written on the blackboard as I said: "Let us see just what the important things in this sentence are, what we want most to tell. Let's put those words up on hills, so. There! Every one can see them now. We'll let the rest go down in the valleys; we don't care so much about them. Now read it, Edward."

He climbed those hills splendidly.

VALUE OF PICTURES IN THE SCHOOL-ROOM.

(Continued from page 9.)

ing their own covers, and tie with odd bits of ribbon. The parents are very proud to show the careful work of the child.

I also make picture puzzles for busy work. I use magazine covers, mounted on cardboard, or the backs of old calendars. By the way, I never destroy anything, for almost everything will find its use in the school-room. You will be surprised to see how odds and ends will find their uses in the class-room if you have never tried it; I cannot imagine how any teacher can be at a loss for busy work, but we constantly hear that cry. I cut my puzzles in large pieces at first, then, after the child has learned to put them together easily, I cut them into smaller pieces. I do not use them often enough for the children to tire of them.

It takes time to collect so many pictures and get them into suitable condition for immediate or future use. Put a pair of scissors and some old magazines in a handy place; you will be surprised at the results of odd bits of labor. You can chat about the latest novel or the choicest bit of gossip and not feel that your time is entirely wasted. Then enlist your friends in the cause. They will be glad to save their old magazines and even to help in the cutting of the pictures, if you will take them into your confidence, and make them feel they are adding their mite.—Exchange.

THE HIGH SCHOOL OF DIFFERENT NATIONS

By L. A. Forsyth, Trinity College, Durham, N. C.

In the May issue of School and Home Education appears an article by W. J. S. Bryan, entitled "The American High School," in which Mr. Bryan makes some very interesting remarks on secondary education in England and on the Continent. The American, with his splendid system of free schools, can better appreciate his advantages in this respect if he considers for a moment the system or lack of it which prevails in the Old World countries.

The High School of England.

In England the secondary school, which may be said to correspond to our high school, has no connection with the elementary school which is, unlike our grammar school, divided into lower and higher elementary. At the age of eleven, pupils who have successfully passed their examinations may go on to the central or higher elementary school, which provides a four-year course, preparing boys for industrial life and girls for household duties. Neither of these elementary schools can place their graduates in the secondary schools. In the city of London the secondary schools that receive government aid are compelled to reserve a certain capacity, for children from the free elementary schools. This is, one may assume, the beginning of an effort to provide free education for all classes, for schools are now opened to children to whom they were formerly closed. These schools are for girls or boys, or both boys and girls, from the age of eight to the age of sixteen, and in many schools this eight-year course is supplemented by an additional three-year course in three departments, the literary, the scientific, and the higher commercial.

The famous public schools of England are in no sense of the word public. They are high-priced and very exclusive, and by no means open to the public.

The High Schools of Germany.

In Germany the elementary schools are open to all children for a four-year course, though in Leipsic and in Hamburg the Volkschulen which are the equivalent of our public grammar schools, and the Burgher Schulen and Hoehere Burgher Schulen of which we have no prototype in this country require the payment of tuition.

In connection with the secondary schools are Vorschulen, or fitting schools which prepare the children for the secondary school work in a three-year course.

The secondary schools are open to those whose parents can pay for them the required fees, and to those whose promise of special merit has won them scholarships. In the gymnasium, a sort of high school whose curriculum lays great stress on the study of the classics, the Realschule, the Realgymnasium, the Oberrealschule and the Reform Gymnasium, the children of parents whose financial situation is favorable can obtain high school education. The last-named four varieties of school are the results of efforts to modify the ultra classical tendency of the gymnasium and their curricula lean more toward the scientific and the practical. In 1900 terminated the struggle of the gymnasium to have the exclusive right of sending its graduates to the universities. The Emperor then directed that the graduates of the Gymnasium, Realgymnasium,

and Oberrealschule should be admitted to the universities without discrimination. The difference between them had been the study of Latin and Greek, or only Latin or neither Latin nor Greek, one or both of which had been displaced by more of modern languages and the sciences. The choice of a school had been heretofore forced upon the pupil at the age of nine or ten years. To offset this latter drawback the Reform Gymnasium was started. In the Reform Gymnasium the study of Latin and Greek is deferred to the fourth year, thus making the course of all pupils in the secondary schools to rest upon three years of elementary work and to consist of three years of scientific work followed by six years of classical, semi-classical or higher scientific work.

The early separation of the children in the Vorschulen and elementary schools on the basis of social rank or caste or wealth is becoming more and more obnoxious and is giving rise to more and more vigorous protest from the people of the middle and lower classes and from teachers in the elementary schools.

In Germany there is no co-education. "Hoehere Toechterschulen," literally, "higher daughter schools" and the Gymnasia were private institutions, and female education had no system until 1908, when there was a revision of the entire scheme of higher education for girls. Now Lyceen offer a ten years' course beginning at the age of seven and followed by three-year courses,—the Lehrerinnen Seminar, the Frauenschule, and the Studienanstalt; the first a training school for teachers, whose graduates, after two years' practice, may enter the university, and after finishing their course may pass examinations qualifying them as teachers in the Lyceen and Oberlyceen; the second, a higher continuation school course, with the subjects of the Oberrealschule and instruction in household work and training for teachers of modern languages, kindergartens and the household schools; the third, a general higher course much like the Realgymnasium for boys.

The High School of Austria.

In Austria all children must go to the elementary schools for four years. The secondary schools may be entered at ten and offer a ten-year course. Preparatory institutions, Matura Vorbereitungs Institutes offer courses in the forenoon, afternoon, and evening which, by using longer hours, prepare for examinations for entrance to the highest classes of the regular schools in less than schedule time.

There are no public schools for girls in Austria-Hungary. They may be sent to private institutions, which, in many instances, are subsidized by the State and supervised by it.

In Vienna there is, for girls, only one Obergymnasium or classical gymnasium with a complete course, and thirteen Lyceen with a course of six years, covering the subjects taught in the Realschule.

In Switzerland the elementary schools are attended during the six years, from six to twelve. At the completion of the elementary course, those who wish, may on examination, pass into the Literargymnasium or the Realgymnasium which offer six and one-half-year courses of study. Others may enter the

Secundaerschule which gives a two years' course and prepares for the Industrieschule (the scientific high school with a four and one-half-year course), or the Handelschule (the commercial high school with a four and one-half-year course). Those who do not select these schools must attend the vocational continuation schools.

Girls as well as boys attend the high schools and the elementary and Secundaerschule except in Zurich and Basel, where they do not attend the high schools. In both these cities there are Hochrechtechterschulen.

The High School of France

There are two kinds of State high schools in France, Lycees, and Colleges; both have eleven-year courses beginning with the age of six or seven, though the higher grades are not always found in the college. The first four years are the equivalent of the German Vorschule and afford preparation for higher grades in the same school. The Colleges Libres (free colleges) also, though private institutions, are under the control of the Government. The teachers are appointed by the Government.

Following the four preparatory years there are seven years, divided into two periods of four and three years respectively. These three-year periods are a continuation of the four-year periods, of which there are three divisions corresponding to the Gymnasium, Realgymnasium, and Realschule. In each of these three divisions one modern language is required. Since 1902 graduates of all three divisions may be admitted to the University and the Polytechnic schools. To children who have completed the elementary schools and are twelve years old, the Ecole Primaire Supérieure for boys (higher primary school) and the Industrielle for girls offer practical courses fitting them for business life and the lower posts of the civil service.

The High Schools of Sweden.

In Sweden all children go to the elementary schools three years. Then the boys may enter the secondary school, Larowark, which comprises the lower scientific, having a six-year course, and the higher classical school having a four-year course. The classical may be entered from the fifth year of the scientific school. Some of the higher four-year schools do not include Latin and Greek in their courses; some include Latin and offer as an optional study. German is taught in all nine grades, English in six grades, and French is optional. Manual training is not required.

Many secondary schools are attended by both girls and boys. There is only one Girls' Public High School in Sweden, the State Secondary Normal School for Girls, which is connected with the Higher Training School for Female Teachers, but there are high schools for girls that are private institutions receiving State aid. These schools give the lower six-year course with some modifications.

This little sketch of conditions obtaining in the field of secondary education abroad may tend to make some of us feel that our lot is not cast in such a barren land, may offer to some of us suggestions by which we may profit, and be it profitable or not, is certainly of interest to any one called or as teachers so often are, to defend the country's institu-

tions against the attacks of Anglo-maniacs and others of that ilk.

My Bryan concludes the introductory paragraph of his article with the following:

"In America, theoretically at least, a man's station is to be determined by his own character and his own attainments, and the school system recognizes and deliberately plans to lend to every applicant the utmost assistance in furtherance of the highest ambition, meeting each pupil at any point in the upward already attained and assisting freely in each step in advance. This is the meaning of the efforts to facilitate the passage from high school to college."

WHAT EDUCATIONAL WORKERS ARE SAYING AND DOING.

(Continued from page 5.)

under ten and each one must agree to take one-tenth of an acre of land and grow upon it tomatoes for canning.

"For the very heavy work, such as plowing or harrowing in preparation for her crop, she may secure the help of her father or the hired man, but the planting, cultivating, pruning, spraying and gathering of the fruit, she is expected to do herself."

WHAT'S THE USE OF LATIN?

(Continued from page 19.)

and mythology from translations?" the answer was: "It may be, if you think the wrong side of this tapestry is the same as the right side." And the tapestry was hanging right there for the boy to turn it over and look at the wrong side.

These illustrations will serve to give an idea of what the exhibit was like. The material was drawn largely from newspapers, books, advertisements, and other sources with which the student is familiar. Pieces of cardboard varying in size from about 18 by 24 inches to much larger sizes were used, and the printing was done with a rubber stamp, the type used being about one and one-half inches high, so that it could be easily read from any part of a large room.

Miss Frances E. Sabin, of the Oak Park High School, who was chiefly responsible for the exhibit, stated that it had not been in use long enough to tell what effect it would have in inducing other students to elect Latin, but that it had already accomplished one purpose, viz.: to put a stop to the habit that many school boys, who do not study Latin, have of going around and trying to discourage others from studying it, and asking the question, "What's the use of Latin?" It furnished those who were taking Latin with arguments that the other fellows could not answer.

So impressed was the Association with the value of the exhibit that it was voted unanimously to have it published. Whether this will be done in a portfolio of cards ready to be put up on the walls of the room, or whether it will be in book form, with photogravures of some of the cards, and detailed directions for making others, will depend on the question of cost.—Arkansas School Journal.

News and Comment About Books

BOOK NOTICES.

Addresses on Education. For Use in Declaiming, Essay Writing and Reading. By Faculty Committee of the University of North Carolina. 120 pages.

This is a good collection of short addresses on education and is issued as bulletin No. 2 of the Extension Series. High school pupils desiring declamation, will find this collection very valuable. In fact every high school in the State should possess a copy of it.

It contains extracts from the address of the presidents of our colleges, the state superintendents, and our governors. A few of the selections are taken from the addresses of others than North Carolinians. It is a good collection and is a worthy service.

Esther Wake; or, The Spirit of the Regulators. Adolph Vermont, Superintendent City Schools of Smithfield, N. C. Cloth, 74 pages. Price, 75 cents. For sale by the author.

The press of the State carried several notices of the play, Esther Wake, that was presented by students of the University Summer School. Superintendent Vermont has published this play in neat book form. The introduction written by Professor N. W. Walker, gives the purpose of the play and how it was written. It is founded in North Carolina history just prior to the Revolutionary War. Governor Tryon marched against the Regulators. The persons of the play are well known in North Carolina history, such as James Pugh, leader of the Regulators, Governor Tryon, Edmund Fanning, Colonel Waddell, Richard Caswell, Herman Husband, and the fictitious character of Esther Wake.

The first scene is laid in front of the palace of Governor Tryon, at New Bern. The second carries us to Maddox Mill, where the Regulators tell of their grievance. The third tells of the visit of Esther Wake at Hillsboro, and the fourth act closes with the Battle of Alamance.

Making the Farm Pay, by C. C. Bowsfield. Cloth, 12mo., 300 pages. Price, postpaid, \$1.15. Forbes & Company, 343 S. Dearborn Street, Chicago.

The author concerns himself not only with raising crops but with their quality and sale. There is hardly a phase of successful farming that one cannot find considered in this interesting book. Vegetables, fruit, flowers, poultry, stock—all these receive attention. Intensive farming and diversified farming are ably handled. The care of the soil, the treat-

ment of farm diseases, the use of by-products, intelligently meeting the market demands and selling at the best price, are a few of the important topics which are treated with great care. At this time when the matter of profitably marketing farm products is attracting so much serious and expert attention, the discussion of the marketing problem in this book should prove interesting in no small degree.

Ideals and Democracy, by Arthur Henry Chamberlain, Lecturer, Former Dean of Throop Polytechnic Institute, Member of National Council of Education. Cloth, 185 pages. Price, \$1.00, Rand McNally & Company, Chicago and New York.

The gist of this book is the growing responsibility of the schools in character-building. At the same time that the school educates the child in common book knowledge, it must supply him with practical ideals which later are to find expression in good citizenship. Our schools must give account of themselves by this standard. In Ideals and Democracy the author analyzes the public libraries, and vocational training schools in this light, and points out their needs and the means of improvement. For every destructive criticism he has a corresponding constructive idea. Numerous vivid examples in story and verse drive home the desired effect with telling force.

Webster's Secondary School Dictionary. Full buckram, 8vo., 864 pages. Price, \$1.50. American Book Company, New York, Cincinnati, Ohio.

This is a book that has been needed—a dictionary made for quick and ready reference that is also recent, authoritative, standard, and reasonably adequate. Containing in its 864 pages more than 70,000 words and 1,000 illustrations, not to mention numerous special lists, this handy-sized volume is not only reasonably but remarkably adequate in point of fullness for the needs of students, readers, and office men; based on Webster's New International Dictionary, it is standard, and authoritative, and recent. This new book gives the preference to forms of spelling now current in the United States. Each definition is in the form of a specific statement accompanied by one or more synonyms. In addition, this dictionary includes much valuable supplementary information; the etymology, syllabication and capitalization of words; many proper names from folklore, mythology, and the Bible; a list of prefixes and suffixes; all irregularly inflected

forms; rules for spelling; lists of synonyms; a list of foreign words and phrases; and a dictionary of proper names of persons and places. It conforms to the best present usage, and as a reference book and guide in the use of both oral and written English, it is a distinctly valuable acquisition.

Southern Literary Readings, by Leonidas Warren Payne, Jr., Adjunct Professor of English in the University of Texas. Fourteen full-page portraits in half-tone. Cloth, 501 pages. Price, 75 cents. Rand McNally & Company, Chicago and New York.

Few children of the South are aware of the literary heritage that is their birthright. They study language and literature through the entire school course and still remain almost unacquainted with the sweet melodies, the spirited stories, the stirring orations the South has produced so abundantly. Professor Payne has opened the way to this neglected treasure store in his Southern Literary Readings, a book in which much of the best Southern literature of all sections and all periods has been brought together and made available for class-room use. Thirty-four authors are represented by seventy-four selections, most of which are complete. The authors appear in chronological order, so that the book furnishes at the same time a survey of Southern literature and of social and economic life in the South. The growth, ruin, and restoration of the South are mirrored here in the placid attitude of antebellum days, the fiery convictions of the war-time, the despondency of the reconstruction period, and finally in the realization of the New South, triumphantly arisen from its ashes. The author has prepared very full notes and thought questions on each selection. These are grouped at the end of the volume, where they may be consulted or ignored as the teacher may choose. For each author Professor Payne has also written an animated biographical sketch. To the Southern teacher who has been perplexed by the problem of what to give his pupils in the grades after they have finished the last reader, and to the instructor in the high school who desires relief from the time-worn classics and usual anthologies, this book offers new and invigorating teaching opportunities.

Baxter's Choice Dialogues, fifteen cents; How to Manage a School, ten cents; one hundred Hints on the Recitation, ten cents; How to Keep Order, fifteen cents; Introductory Guide to Nature Study, twenty cents; Examinations Made Easy, fifty cents. All the above books, postpaid, for \$1.00. Teachers' Supply Company, Grayson, Kentucky.

State School News

An attendance of 185 teachers was enrolled in the Forsyth County Teachers' Institute in August.

Mr. W. O. Griffith, of Windom, is superintendent of Yancey County, as successor to Mr. G. P. Deyton.

Mr. J. E. Hill, of Lexington, has been made superintendent of Davidson County in the place of Mr. P. S. Vann.

Mr. B. J. Cromartie, of Garland, has been elected superintendent of Bladen County to succeed Mr. W. I. Shaw.

Mr. T. F. Bulla, of Asheboro, becomes County Superintendent of Randolph, in the place of Mr. S. T. Lassiter.

Mr. F. M. Eason, of Camden, has been elected superintendent of Camden, succeeding Mr. C. H. Spencer, of South Mills.

The following districts of Hoke County voted bonds for schools last spring: St. Paul, Red Springs, Lumber Bridge, Philadelphia.

Mr. J. H. Allen, of Elkin, has been elected superintendent of Surry County, to succeed Mr. W. M. Cundiff. Mr. Allen has been principal of the Elkin city schools.

Mr. H. W. Early, who has been in State school work for several years, has been elected Superintendent of Public Instruction of Bertie County to succeed Mr. R. W. Askew.

Mr. R. G. Anders, of Marshall, has resigned the superintendency of the Apex schools to become superintendent of Madison County, as successor to Mr. R. M. Buckner, of Mars Hill.

Mr. R. M. Gray, of Statesville, who was elected by the people at the general elections last November, has undertaken the duties of the superintendency of Iredell County, succeeding Mr. J. O. White.

The trustees of the school property in Concord have deeded this property to the city and a handsome new high school building will be erected on it, the funds coming out of the recent \$20,000 bond issue.

The Eastern Carolina Training School at Greenville had a full attendance this spring and graduated thirty in June. The Hon. Henry Page spoke at the commencement on "The Bondage of Precedent."

Mr. S. C. Garrison, of Lincolnton, has been elected superintendent of Lincoln County to succeed Mr. G. T. Heafner, who, for the past fifteen years, has been the successful superintendent of that county. Mr. Garrison has been principal of the Crouse High School.

Mr. T. B. Atmore, of Stonewall, who filled the vacancy in the superintendency of Pamlico County made by the election of Mr. H. L. Gibbs to the Legislature, has been re-elected for another term.

The Appalachian Training School had a successful summer session, with a capacity attendance, and graduated fourteen members of the class of 1913. The commencement was featured by an alumni banquet.

The Durham School of Music opened its session on the first of September. The directresses, Mrs. Mrs. Alberta Wynn and Miss Daisy Robbins, has just returned from a summer's study in New York under Rafael Joseffy.

Prof. E. S. W. Cobb, of Columbus, who has been principal of Columbus High School, has been elected superintendent of Polk County, succeeding Mr. J. R. Foster. Professor Cobb, however, continues as the principal of the high school.

The Raeford high school, Hoke County, did not graduate any pupils this year because of the institution of a four-year high school course. The fourth year has been added and the seniors of the past spring will get their diplomas next spring.

Mr. Hoy Taylor, principal of the Biscoe High School, goes to Greenville as superintendent of the city schools there, succeeding Mr. H. B. Smith, who in turn goes to Tarboro to succeed Mr. R. C. Kittrell as the superintendent of the Tarboro city schools.

Carolina College, Maxton, finished a very successful first year last spring, having had an enrollment of sixty-five young ladies in all classes. The college offers an academic course with modern language and music features. The outlook for this new school is promising.

The graded school commissioners of Winston-Salem have elected Mr. J. M. Davis, of Beaver Dam, Va., as principal of the West End graded school, to succeed Miss Lillian Jenkins who resigned after re-election. Mr. Davis was educated at William and Mary College and spent a year at Columbia University. He has been principal of the Deep Creek graded and high school for three years.

The annual report of D. B. Spears, Superintendent of Public Instruction in Forsyth County, shows that Forsyth's receipts on the general school fund have trebled in the past decade and that the expenditures for the cause of education in the county have more than doubled. He is issuing an attractive pamphlet containing information as to the educational improvements of the county.

Supt. E. D. Pusey of the city schools of Goldsboro, while in Boston and Newton districts this summer, effected an exchange whereby Mrs. Marianna Cobb Gariesson goes for a year to the Newton district in exchange for a teacher from that district who will teach in Goldsboro.

Good Report From Watanga.

Watauga County has raised the valuation of her school property from \$5,000 to \$23,000 within the past decade. She has increased the percentage of attendance from 32 per cent to 57 per cent. Out of 4,200 students, 275 are in the seventh grade. Nearly every school-house in the county has been rebuilt within the ten years.

A World's Record Schoolmaster.

Zephaniah Hopper, who died some weeks ago in Philadelphia, has taught school for seventy odd years, probably holding the world's record for endurance in this field of endeavor. When he began to teach school Webster and Clay were doughty statesmen of about sixty. Queen Victoria was a girl, Lincoln was a young lawyer in Illinois, unknown out of his immediate neighborhood, and Grant was a West Point cadet.

Winston and Salem Schools Unite.

On the second Monday of September, the public schools of Winston-Salem will be opened for the first time under the consolidation by which Winston and Salem become the same corporation.

This change is but another of the many evidences of the passing of the quaint individuality of the historic old town of Salem, with its unique Moravian customs, its ancient taverns and colonial dwellings, and the rare old flavor of the locality tenacious of tradition and ancient ways. Much of the old Salem remains, but the name is merged and the individuality is fading away.

Yet, though the change may bear with it the suggestion of sadness, it also brings along many good and advantageous features, not the least of which is the incorporation of the Salem school in the excellent city system, with the same well-prepared courses and under the efficient supervision of Superintendent R. H. Latham.

Free to Teachers.

Any teacher, upon request, will receive without expense a copy of a new booklet, "Jack." This little story, copyrighted by Dr. Charles A. Coulomb, Ph.D., contains interesting and helpful suggestions on class drill in the use of a dictionary. Why not make use of "Jack's" experiences to teach your pupils the advantages of early forming the dictionary habit? Address the publishers, G. & C. Merriam Company, Springfield, Mass.

Eliminate Drudgery of Women.

President Cook, of the Mississippi Normal School, believes that the first step in the education of women in the country should be the elimination of needless farm drudgery. No matter how good the normal school may be, he declares, it cannot help permanently in making the life of the country attractive unless there goes with it the movement for lighter labor of women on the farm. President Cook particularly inveighed against the drudgery of the women necessitated by antiquated methods of water supply handling.

Newspapers Free to Teachers.

An arrangement was made last year by friends of the rural schools of Forsyth County whereby the Winston-Salem Journal was sent regularly to all the rural teachers of the county. This arrangement has been continued this year, the idea being that nothing can so effectually keep the rural teacher out of the rut into which he is likely to fall as the reading of a good daily newspaper and the keeping up with all phases of contemporary interest which is enabled by its constant and conscientious persual.

Boy Mayors and City Officials.

William R. George, founder of the famous Junior Republic in Freeville, N. Y., in 1895, has a new scheme for the development of American citizens—the Junior Municipality. If the plan spreads in the way it has started, there will be in every up-to-date American city a duly elected boy mayor and complete set of city officials, in addition to the grown-up ones. The plan promises great educational training in the duties of citizenship. But from all appearance boys will not hold all the jobs, for indications of a lively struggle for "Votes for Girls" are already in evidence.

Open-Air School All the Year.

What is planned to be an application of the latest and most advanced theories of education will be given a thorough trial at Bryn Mawr College, when twenty girls from the ages of ten to twelve will be started in an eleven-year course of physical and mental training.

The class will attend school in the open air, bundled up in Eskimo suits in the winter, and with only glass windows to shield them from stormy weather. The first seven years of elementary training will include instruction in interpretation, dancing, gymnastics, and athletic games, including baseball. The school was made possible through a legacy left in 1910 by Phebe Anna Thorne, of New York, and it will be named for her.

Nearly a Million and a Half For Trinity College.

The Board of Trustees of Trinity College announced in June additional gifts to the college of \$1,418,061.89; of which amount \$321,811.77 goes into material equipment, and \$1,096,250.12 to the permanent endowment fund. This increase of more than one million dollars to the endowment of Trinity College makes that institution one of the most heavily endowed in the South.

High School Alumni Exercises.

At Churchland, Davidson County, August 16, the annual alumni exercises were held by former pupils of the high school, a large crowd being in attendance. Prof. N. W. Walker and Dr. Charles E. Brewer, dean of Wake Forest College, were the principal speakers. A flag which was raised to a height of one hundred feet was presented to the school and accepted by Mr. Hudson, of Spencer. Class exercises were held in the afternoon and the high school alumni showed the same tender affection for their old school as does the college graduate for his alma mater.

Miss Kelly's Work as Rural School Supervisor.

Miss Elizabeth Kelly has been doing an important work in Johnston County this summer as supervisor of rural schools of the county. She has helped the county superintendent in teacher training and communal life work, has given instruction in domestic science, cooking, sewing, and house sanitation. During July and August she directed the Girls' Tomato Club. Four communities in Johnston, stimulated by the work of Miss Kelly, are preparing to employ an expert domestic science teacher.

Study of Agriculture in Wilkes.

Supt. C. C. Wright, of Wilkes County, in an enthusiastic contribution to the News and Observer, tells of the remarkable growth of the study of agriculture in the schools of that county. The number of agricultural students has grown, he says, from a total last year of 288 to 367 for the year ending June 30, 1913. He takes this to be indubitable evidence that the people of the county are becoming more and more alive to the importance of better and more scientific cultivation of the soil.

Other interesting facts in Superintendent Wright's report are: The voting of local tax in three districts; the establishment of twenty-six supplementary libraries; the raising of the number of "corn boys" to 150; and the extension of the teachers' reading circle to include practically every resident school teacher in the county.

Unique Plan of Associating Boys With Active Board of Trade Work.

Winston-Salem has a unique plan in her educational system for the training of the boys for future intelligent citizenship by giving them intimate association with the work of the City Board of Trade. The plan has proved an interesting innovation in the educational world, and has attracted considerable attention, even outside of the State.

The United States Bureau of Education has printed the complete details of the Winston-Salem plan whereby the boys are enlisted in active Board of Trade duties, and the pamphlet containing the description of the plan has been scattered broadcast throughout the country. It is probable that the scheme may attract attention and be tried in many schools in different States of the Union.

The article describing the Winston-Salem plan is contributed to the bureau's pamphlet by Mr. LeRoy Hodges, formerly secretary of the Winston-Salem Board of Trade, and it appears in a prominent place among the many novel plans used in educational work in the various schools of the country.

Wilson County Betterment Association.

Following an interesting and enthusiastic meeting held in the Superior Court room in Wilson August 15, an organization was affected known as the Wilson County Betterment Association, the purpose of which shall be the betterment of the schools of the county. The following officers were elected: Miss Fannie Perry, president; Miss Rosa Forbes, vice-president; Miss Agnes Peele, secretary; and Miss Mary Bell Watson, treasurer.

Mr. Charles C. Coon, superintendent of the Wilson schools; Prof. J. S. Wray, of Gastonia, who was in charge of the Wilson County Teachers' Institute; Mr. Fred A. Woodward; and Miss Susan Woodard, of Goldsboro, were the principal speakers of the occasion. In the audience were over sixty of the school committeemen of the county and a large number of teachers. Every school in the county was represented and many phases of school work were discussed.

The purpose of the Betterment Association, as stated at the time of organization, is to work for the better equipment of schools and for better school buildings. The membership is made up of all who are actively interested in school work and school improvement.

Enlisted men in the United States Navy are used as teachers in the Island of Guam.

Mr. Howell Superintendent at Asheville.

Mr. Harry Howell, a brother of Professor Logan Howell, of New York City schools who is the author of Howell's Primer, has been elected superintendent of the city schools of Asheville, as successor to Professor R. J. Tighe, the former successful superintendent. Mr. Tighe has resigned to accept the position of superintendent of the city schools of El Paso, Texas. Mr. Howell has been with the Silver & Burdett Company, has been superintendent of the High Point schools and of the schools of Washington, N. C. He is a man of ability and experience and will make Asheville a good superintendent.

Conference on Affiliation of Farm Demonstration and Club Work With Rural Schools.

An enthusiastic conference was held in Raleigh, Thursday, August 28, on the affiliation of farm demonstration work and boys' and girls' club work with the rural schools of the State. The afternoon sessions of the conference were held in the Raleigh high school auditorium.

In the evening an interesting and instructive illustrated lecture on farm demonstration work was delivered in Pullen Hall, A. & M. College, by Prof. O. B. Martin, of the United States Department of Agriculture.

A great work in the State is being

done by the State's farm demonstration work in improving the conditions of farm cultivation and of rural life. A like great work has been done by those in charge of organizing the boys' corn clubs and the girls' tomato clubs throughout the rural sections of the State. The conference in Raleigh, August 28, was for the purpose of consolidating these two laudable lines of endeavor with the work of the rural schools of the State. Arrangements for the affiliation were perfected.

The following was the program of the conference:

How Can the Boys' and Girls' Club Work Be Made an Integral Part of the Rural Schools?

3:00-3:05—Introductory Statement by Chairman.

3:05-3:20—What the Women Demonstrators Have Been Doing to Make Their Club Work an Organic Part of the Rural School.

3:20-3:35—How the Women Demonstrators are Planning to Make Their Club Work an Organic Part of the Rural School.

3:35-3:50—How the Women Rural School Supervisors are Planning to Make the Boys' and Girls' Club Work an Organic Part of the Rural School.

3:50-4:00—Summary and Suggestions—Mrs. Charles McKimmon.

4:00-4:20—What the Farm Demonstration Agents Have Been Doing

to Make the Boys' Corn Club Work an Integral Part of the Rural School.

4:20-4:40—How the Farm Demonstrators are Planning to Make Their Club Work a Vital Part of the Rural School.

4:40-5:00—How the County Superintendent Can Co-operate in Making the Boys' and Girls' Club Work an Organic Part of the Rural School.

5:00-5:15—Summary and Suggestions by State Farm Demonstrators.

5:15-5:30—Effect of Club Work as an Organic Part of the Rural School—L. C. Brogden.

5:30-6:15—Ten-Minute Discussion by Drs. Hill, Bourland, Joyner, and Martin.

Washington, Jonesboro, and Durham Changes.

Mr. N. C. Newbold who has been superintendent of the schools at Washington, has accepted the position of State Supervisor of Elementary Colored Schools, with his office in the Department of Education in Raleigh. He is succeeded at Washington by Mr. C. M. Campbell. Mr. J. E. Brinn, who has been principal of the North Durham graded school, succeeds Mr. Campbell as superintendent of the schools at Jonesboro, and is, in turn, succeeded at North Durham by Mr. P. Gwynn, who received his A.M. degree at the University of North Carolina this spring.

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From Hawaii to Mecklenburg.

Mr. William McCluskey, who for several years past has held the position of United States Commissioner of Education of the Eastern District in the Hawaiian Islands, has been elected superintendent of Mecklenburg County, as successor to Dr. William Anderson, who was not eligible for re-election under the new laws. Mr. R. F. Cochran performed the duties of the office until August 15, until Mr. McCluskey could get to Charlotte.

Union County News.

The Superintendent of Public Instruction of Union County is preparing an attractive exhibit of the educational work of that county for the State Fair in Raleigh. The Board of Education has recently consolidated two school districts under the name of Union Grove, and will let the contract in a few days for the erection of a first-class, two-story building for the new district.

Union County has now fifty-three special tax districts—fifty-one white and two colored.

Celebrate Opening New West Durham School.

A big time is being planned in West Durham for September 30th, when the new West Durham graded school building is to be formally opened with impressive ceremonies. The new school has been built by the county, but Mr. W. A. Erwin, of the Erwin Cotton Mills, is chiefly instrumental in the preparation of the celebration which is to mark the opening.

On the day of the opening the R. E. Lee Council of the Jr. O. U. A. M. will present to the new school a Bible and a flag which will be accepted by Mr. Erwin. The National Vice-Councilor of the order, Mr. Webb, of Salisbury, will be present to address the assemblage. The most attractive feature of the occasion will be the bountiful old-fashioned dinner which will be served on the tables of the recently completed Erwin Park. The dinner will be free to all the people of the mill village, and a special invitation will be sent to each family in West Durham.

Land for Alliance-Union School.

At a meeting in Hillsboro, August 14, the Farmers' Alliance accepted the terms of the recent "Act to Establish the Alliance-Union Farm Life School," and turned over to the State the tract of land owned by it in Orange County, mentioned in the bill. This land constitutes the part of the support of the farm-life school which is to be contributed by the Alliance.

According to the terms of the bill

the land is to be deeded to the State by the Farmers' Alliance, \$10,000 is to be contributed for the building fund of the school by the Farmers' Union, and, when both these conditions shall have been fulfilled, an election shall be held in Orange County, in which it shall be submitted to the qualified voters of the county the question of levying and collecting a special tax on taxable property and polls of the county, to be used for the maintenance of the said farm school. This tax shall raise not less than \$2,500 annually, which shall be turned over to the treasurer and board of trustees.

The Farmers' Alliance accepted the terms of this bill in their meeting, August 14, and deeded the property to the State under the proviso that the other conditions of the bill be fulfilled.

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Educational Exhibits at State Fair.

Arrangements have been made by the State Department of Education for ample space for displaying the exhibits of the public schools of the State at the State Fair, and it is expected and hoped by those in charge that an exhibit can be made that will represent every section of the State and every type of school.

A bulletin has been issued from the Department containing suggestions and information as to the exhibits at the State Fair and the local fairs, and this bulletin, together with the copy of the Premium List, Department L, Education, may be obtained by writing the Department.

Exhibits by schools must be exclusively the work of pupils (except collections of natural specimens and working outfit) actually attending the school, and the work must have been done since June, 1912.

Exhibits by schools may include art work, fancy work, penmanship, map drawing, culinary work, collections of geographical, mineralogical, zoological, and botanical specimens, plain and fancy sewing by hand or machine, mechanical work, farming products, etc. Particular articles in such exhibits may compete for premiums offered in any other department, and may compete in this department, provided such entry is the work of a student, but duplicate lists of such articles must be sent with the exhibit, that entries may be made in such departments.

The male or female departments of a mixed school may compete for premiums in the name of the school to which they belong. Exhibits should be addressed to J. Y. Joyner, State Fair Grounds.

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Asheville Committee's Recommendation of Vocational Training.

The committee on education appointed in August by President F. M. Weaver, of the Asheville Board of Trade, to investigate the condition of public education and make suggestions for its improvement, made a report to the board strongly advocating the introduction of vocational training in the public school.

The following is from the report which was submitted:

"Your committee would suggest that the Board of Trade act upon the following suggestions and give the committee any instruction that may be thought needful.

"That plans for converting the public school grounds of the city into playgrounds, as proposed by the Children's Playground Association and endorsed by the electorate of the city in recent bond election, be adopted and immediately put into effect.

"That vocational training be introduced into the city schools and that a plan be worked out by the committee on education to be submitted to the Board of Education for the city of Asheville, showing what is now possible along the line and planning for future development.

"That a full and accurate statement be secured giving all the information of interest concerning the public and private schools as assets to the city of Asheville."

The report was adopted without a dissenting vote by the Board of Trade, its acceptance being stated thus:

"Resolved, That it is the sense of the board that the report of the committee on education is commendable and wise and that we approve of its general plan to introduce vocational and industrial training into our public schools."

The matter was referred back to the committee for practical suggestions of method and means.

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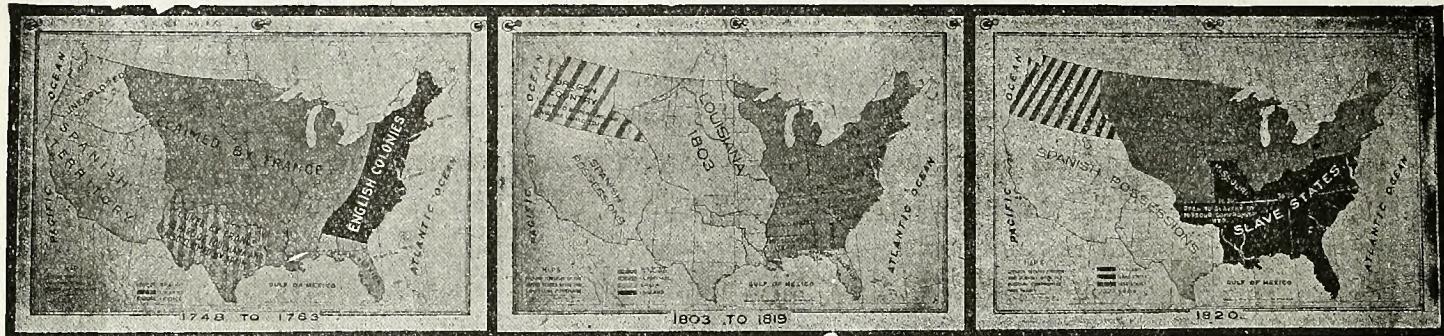
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Columbia, S. C., Feb. 16, 1911.

Mr. Charles J. Parker, Raleigh, N. C.

My Dear Sir:—Knowing that you will appreciate the opinion of our school board concerning the furniture which we purchased from you for our new McMaster School, I therefore take pleasure in quoting an extract from the report of the building committee, recently made and unanimously adopted by the school board:

"The furniture purchased by your committee, at a total cost of \$2,132.00, comes fully up to the samples submitted, and to the recommendations of Mr. Parker, of whom it was purchased. The cherry and mission finish gives a very pleasing appearance to the furniture, and we feel that the selections of your committee are fully justified by the first-class furniture in the building."

In addition to this, I wish to add my personal endorsement of the action of the board, and to say further that the furniture in question is both elegant and substantial. I do not care for anything better in our schools.

Thanking you for the courteous attention you have given our order, and wishing you much continued success, I am,

Very yours truly

E. S. DREHER, Superintendent.

Columbia, S. C., July 12, 1913.

Mr. Charles Parker, Raleigh, N. C.

Dear Mr. Parker:—I have your kind letter, and wish to say in reply that I am delighted to get your Trenton desks for our Logan School. They are beautiful, durable, and in a class by themselves. Very truly yours,

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The True Purpose of the School.

The teacher that would direct the ideals of the child must carry life into the schoolroom, and the subject-matter must appeal to something deeper in the child than that mechanical self which works on the surface. We are parts of one great living force, and that force is divine. When it moves in the stars, they give off light and heat. When it moves in the clouds, they shed their moisture. When it moves in the darkness of the earth beneath, it sends forth the plant to the sunlight. When it moves in the vegetable world, it gives it fruit to feed, clothe, and shelter mankind; and when it moves in the little child, what is its conduct? Wherever this force is moving, it is a subject full of the greatest interest to the child, and the conduct of the child is determined by the life around it that plays on the life within, since life within is ever striving to connect with the life without. And it is the purpose of the school to bring the life of the world in such relationship to the life of the child that it may know how to live.—E. C. B.

OCTOBER, 1913

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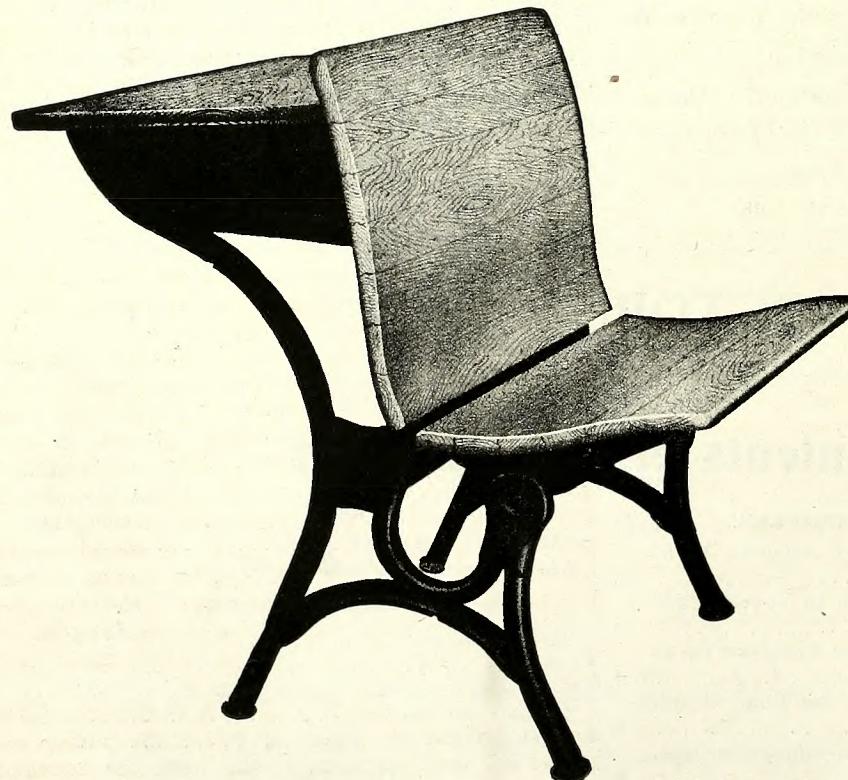


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HISTORY OF MEDICAL INSPECTION OF SCHOOL CHILDREN

By A. S. Root, M.D., Raleigh, N. C.

Medical inspection of schools is a movement of recent growth, although it is by no means in its infancy and has long since passed its experimental stage.

In France, the law of 1833 charged the school committees of the cities and towns with care of keeping school-houses clean. In 1879, the General Council of the Department of the Seine voted to organize a medical service in the schools, and passed an appropriation for the payment of salaries to the physicians.

The first system of medical inspection, in the full modern sense of the term, was that inaugurated in Brussels, in Belgium, in 1874. So successful was the work that many other cities in Belgium soon adopted the same plan.

In Germany, Leipsic and Dresden were the first cities to have medical inspection, 1889. In 1898, the Weisbaden method was generally adopted throughout Germany. This system provides for a complete physical examination of the child on admission, and a re-examination in third, fifth, and eighth years.

In Hungary, medical inspection had its birth in 1887; in Norway, in 1899; in Sweden, in 1878; in Roumania, 1899; Moscow, 1888. In Switzerland, it has become a national movement. In England, the medical inspection act, which went into effect January 1, 1908, is national in its scope and applies to all public elementary schools. In Japan, 1898, the Minister of Education directed the nomination of salaried school physicians in all public schools.

The first regular system of medical inspection in the United States was adopted in Boston in 1894. In 1897 the New York Board of Health appointed 134 medical inspectors. In 1895 Chicago, and in 1898 Philadelphia, inaugurated medical inspection. In 1911 an attempt was made to determine the scope of medical inspection in the United States. Out of 1,285 cities in this country having organized schools, 758 reported. Of these, about 45 per cent have some sort of organized system of medical inspection.

Nature and Aims of Medical Inspection.

We have to go back in our American history but a trifle over a century to discover that we were a set of rural communities, the urban population at that time constituting but 3.3 per cent of the total population. Now we are an urban nation: 33 per cent live in cities. This movement of population towards centers has rendered essential attention by the communities to the cleanliness of water supply, to sewage, street cleaning, problems of light and air in dwellings, the isolation of contagious diseases, and a thousand other matters which, in a rural community, were important to individual families only.

Our school systems have developed enormously during this period. The school year lasts for nine months. Consequently education is, in many cases, over-running the school-house facilities, and hence there exists a close, intimate commingling of children from all families. With the advance of civiliza-

tion there has been a proportionate advance in the school standards, and the curriculum today taxes the energy of the child as never before. With the increasing congestion of population, we are losing sight of our school playgrounds, and the active outdoor games of a decade ago are rapidly becoming obsolete. What, then, does this change mean—the change from rural conditions where man made his living largely by the "sweat of his brow" and muscular activity, to conditions of the city where man's intellect, and not physical powers, determines so largely his success? It means that the existing educational agencies must ally themselves with expert medical officers, who shall see that the health of the children is conserved through the schools. Medical inspection seeks to accomplish this and to make health go hand in hand with education.

A WORKING DEFINITION OF APPERCEPTION.

Carolyn Sherwin Bailey, in her new book, "For the Story Teller."

Appereception is a formidable and sometimes confusing term for a very simple and easy-to-understand mental process. I once told Seumas MacManus' deliciously humorous story of Billy Beg and His Bull to a group of foreign boys and girls in one of New York's East Side Settlement Houses. The children listened with apparent appreciation, but, half-way along in the story, it occurred to me to ask them if they had ever seen a bull. No one answered me at first. Then Pietro, a little dusky-eyed son of Italy, raised a grimy hand.

"I seen one last summer when we was on a fresh-air," he said. "It's a bigger cow, a bull is, with the bicycle handle-bars on her head."

Pietro's description of a bull was an example of apperception, the method by means of which a new idea is interpreted, classified, "let into" the human mind. He knew the class, **cows**. He also knew the class, **bicycles**. He did not know the class, **bulls**—at least vividly enough to be able to put the idea into terms of a verbal explanation and description. So he did the most natural thing in the world, the only possible mental process in fact by means of which children or adults classify the **new**. He interpreted it in terms of the old, explaining the unfamiliar idea, bull, by means of the familiar ideas, cow and a bicycle.

This, then, is apperception. **It is the involuntary mental process by means of which the human mind makes its own the strange, the new, the unfamiliar idea by a method of fitting it into the class of familiar ideas already known.** Apperception is a means of quick mental interpretation. It is the welcoming of strangers to the mind-habitation, strangers who come every day in the guise of unfamiliar names, terms, scenes, and phrases, and determining in which corner of the brain house they will fit most comfortably. The most natural process is finally to give these new ideas an old mind corner to rest in, or an old brain path in which to travel.

PROPER GRADATION OF PUPILS AN UNSOLVED PROBLEM

By I. C. Griffin, Marion, N. C.

The proper gradation of pupils is one of the unsolved problems of the day, but the school officials of this State have contributed their share in the effort to solve it. The problem has been attacked by many educators with various schemes, such as the Cambridge plan, the Elizabeth plan, the Pueblo plan, the New York plan, and the Batavia system; but the plan of group teaching seems to be the most popular in North Carolina. The majority of the school men of the State have long ago reached the conclusion that mass education is impossible, that no teacher can render efficient service with forty or more children reciting at one time. We have at last discovered that the lock-step in the grade must be broken and the individual reached in order that good results may be obtained. From a careful investigation of this method of gradation, which obtains in thirty-two of the leading schools of the State, I am prepared to state that there are four distinct advantages to this system:

- (1) The teacher is enabled to reach practically every child in class recitation.
- (2) The child has an opportunity for independent, quiet study at his desk.
- (3) The child is relieved from the nervous strain of constant attention required in class recitation.
- (4) It makes possible the easy transfer of the child from one section to another as his progress may demand.

All will admit that there are some good things about a recitation when it is properly conducted. Therefore, every child should have his share of the recitation. This is practically impossible when there are forty or fifty children reciting, unless children are required to recite parts of the lesson already gone over in class. This, of course, is distasteful both to the teacher and to the child. I think all will admit that it is impossible to secure good results when the child is required to prepare his lessons at home and is kept on recitation all day. Better results are obtained where group teaching is in force, which enables the child to spend a part of his time in school in the preparation of his lessons. Discipline is easy in a room where the children recite in groups, because they are relieved from the nervous strain brought about by the constant attention required by the teacher. Possibly the greatest advantage rendered by this method of gradation is the facility in transferring children from one section to another. It makes it possible for work to be assigned to the child according to his capacity.

The question naturally arises: When a teacher attempts to inaugurate this method of gradation, upon what basis shall the division of the class be made? The answer, as reported by a large majority of the superintendents who have inaugurated this system, is ability. I find but one or two schools where the dull pupils are placed in a section to themselves. Such grouping is neither desirable nor necessary. I can think of nothing more hopeless than a group of dull children attempting to recite a lesson. There should be some bright students in the group with whom the dull ones may come in contact or there will be no intellectual development of the dull children.

In my investigation of the organization of the city schools of the State, I found that, except in a very few schools, the method of group teaching does not extend beyond the third grade. This led me to the natural conclusion that this method of gradation is responsible for the rapid progress in efficiency of the primary teachers of the State, a fact recognized by most of the experienced school officials. It is earnestly hoped that every superintendent will give this question his most careful consideration, and, if the way be clear, experiment with the method in the grammar grades.

It might be well to state here that this method of gradation is not intended to apply to all subjects, such as drawing, writing, spelling, and possibly others.

As to the number of groups in the grades, I would suggest four in the first and the second grades; three in the third; two in the fourth, the fifth, and the sixth grades. The number of groups in a grade should depend upon the enrollment and the maturity of the children. Where the enrollment is large and the children immature, the group should be small.

THE SCHOOL STORE.

By Ruby Gray, Salisbury Schools.

In the primary grades, problems of play, of the simplest home purchases, and of interesting measure should dominate. The number story, the arithmetical game, the playing of adult activities, measuring, and other vital interests of community life become increasingly the basis of instruction in number. In the Horace Mann School at Columbia University one of the interesting devices employed in the lower grades for the purpose of applying the multiplication tables is that of the school store. One corner of the room is given to the children for this purpose. The articles for sale are brought by the pupils, the result being a collection of toys dear to the hearts of the owners. Boys bring their favorite toys, tops, strings, and marbles; and girls bring their paper dolls, rolls of paper ribbons, and doll-house furnishing, until no morning paper advertisement is needed to draw a crowd. The store is used sometimes for a few moments incentive; often to make clear a problem in multiplication, division, or subtraction, and sometimes for an entire lesson. Later, during the study of weights and measures, a grocery store is introduced, and sugar, meal, tea, and coffee are weighed and sold. In each case a storekeeper and a bookkeeper are chosen by the class, the bookkeeper's business being to keep an account of the purchases made. The children are given toy money. During the first lessons but few purchases are made. It takes the purchaser some time to decide what four whistles cost at eight cents each, and it takes the storekeeper even longer to find the change from half a dollar. In this way, the children realize the necessity of being sure of their tables and of being quick and accurate in making change.

Every teacher in the State should have a copy of North Carolina Poems. Price, \$1.00.

EVILS RESULTING FROM POOR GRADING

By George D. Strayer.

We assume that children are alike, when all the facts we have ought to lead us to the realization that the one thing about any group of human beings is that they are all different—just as different as they can be. Now, we have organized schools upon this false basis. The difference begins right at the beginning of school and it becomes greater as we go farther on.

Because the schools are so badly organized it is increasingly difficult to do the work laid out in a year, even taking into consideration the bright pupils only. This situation will be found all over the country to-day. What are you going to do about it, or why is it true? There was an original difference in children from inheritance, and this difference grew increasingly larger as the children went farther on. This was illustrated by comparing children from six weeks of age—when there was scarcely a noticeable difference between them—until they became very different at the age of six years, when they had developed differences beyond those of inheritance. In forming the graded schools from the old country schools, this difference in children was not taken into consideration. The big advantage in the old country school was that each child was an individual. The teacher expected some bright boys and girls to overtake some children who had been in school several years longer than they had. The trouble now is that children are put in a certain place and expected to stay there, which leads to the result that, the pace being too fast for some and too slow for others, two groups are formed, each of which is being destroyed in so far as achievement is concerned. The dull children become discouraged and say they cannot do the things required of them by the school. The place of the dull child is not with the bright one. The bright children in a grade become lazy because they do not have to work. Becoming dissatisfied, they want to leave school and go to work. There is no place for a really bright, ambitious boy in most schools. A bright boy can do all that an ordinary school demands of him in a very short time. An investigation in Massachusetts showed that about 70 per cent of the children who left school left because they felt that the school had nothing for them to do. This was partly due to the fact that the school offered the same program for everybody, not taking into account the individual difference in children.

Attendance of students begins to drop at about the fourth grade. The efficiency of a school, or system of schools, should be measured by the percentage of children entering who remain until they reach the eighth grade, since the amount of education they get can be measured by the percentage of children completing the seventh or eighth grade. Where is our boasted democracy, in saying to a child in school: "You have got to take **this or nothing**; this is **the opportunity** and the **only opportunity**." Our schools are all organized as if all students were going to college or university, when the great majority of children do not go to either. The schools are arranged by people who went to college or university, and they ignore the fact that all children will not go to college.

At about the fifth or sixth grade, the fact that

children are different must be realized, and those children who learn by **doing** should be given work different from that given to children who learn from symbols. There has recently been passed in the State of New Jersey a law that places children who are three or more years behind their grade in a special class, where the boys receive manual training and the girls, sewing and cooking.

You cannot put away the facts of retardation or elimination. It does not matter where you are, here is the fact, that children, hundreds of them, are being driven out of our schools because we have nothing to offer them. A German who visited the United States gave as his opinion of the Americans that they have a country of unbounded resources, but do not know how to conserve these resources or to educate their children. It would seem, then, that we lack two essential objects: being careful to conserve our resources and to provide a population which will be efficient in taking care of these resources.

A fundamental problem is the problem of differentiating our education, and until we meet that issue of differences in children we have no right to claim that we are giving children in the United States of America to-day the right sort of opportunity. Certainly we have no right to claim that there is any such thing as equality of opportunity in education.

THE BUSY MAN.

If you want to get a favor done
My some obliging friend,
And want a promise, safe and sure,
On which you may depend,
Don't go to him who always has
Much leisure time to plan,
But if you want your favor done,
Just ask the busy man.

The man with leisure never has
A moment he can spare;
He's busy "putting off" until
His friends are in despair;
But he whose every waking hour
Is crowded full of work
Forgets the art of wasting time —
He cannot stop to shirk.

So when you want a favor done,
And want it right away,
Go to the man who constantly
Works sixteen hours a day;
He'll find a moment, sure, somewhere
That has no other use,
And fix you, while the idle man
Is framing an excuse.

—Author Unknown.

IN GERMANY.

Lehrer: "Karl, welches sind die wichtigsten Bestandteile eines Taschenmessers?"

Schueler (schweigt).

Lehrer (nachhelfend): "Nun, welche Teile seines Taschenmessers gebraucht Dein Vater am oftesten?"

Schueler (aufatmend): "Den Korkzieher, Herr Lehrer!"

School Room Methods and Devices.

TEACHING LANGUAGE IN THE GRAMMAR SCHOOL.

By Flossie Howell, Goldsboro Schools.

The first object in teaching language is to give the children something to think about. Would you care to talk or write of something which did not interest you? Would you tire of telling or writing of the same subject? Then, this something which you give him must prove interesting or he will not care to think of it; also, it must be different in some way or he will feel that he knows all about it, and soon tire. Thought which has been aroused through interest will be followed by the desire to express it. If he succeeds in expressing it orally, he will not hesitate to put it on paper with the idea of interesting others.

There is not a teacher who feels that she has accomplished all within her power; but there are those who feel that an idea, even one which has been used in their work without success, will help if they know that it has been beneficial to others.

The following are some of the devices which have proved very successful in oral language:

(1) Let children tell of beautiful objects noticed on their way to school. (This is especially good for forming complete sentences, and teaches them to observe.)

(2) Select some subject appropriate to the season and allow pupils to tell their thoughts about it.

(3) Describe some picture that would appeal to pupils and have them tell imaginary stories about it.

(4) Have them tell some story they have read which they liked, or the life of some poet or great man. (This sometimes helps a child to see why it interested him, if asked why he liked it.)

(5) Games, such as describing a person or place so the class can guess it.

(6) Have described in class an unusual event in their lives, or an imaginary one. (Picnic, knitting-party, circus, holiday, procession, fire, social gathering, etc.)

(7) In history, reading, geography, etc., have a paragraph read and then told in child's own words.

(8) Have a short talk on some topic of news; let pupils add to it or reproduce it.

(9) Read or tell a short story and have it reproduced.

(10) Have a number of different pictures distributed and let pupils tell imaginary stories about them or describe them.

The following have been used with success in written language:

(1) Letters written as if traveling in places studied in geography.

(2) Letters written to another school, to the superintendent, to another grade, thanking friends for invitations, or in any way to make them real to the child.

(3) Invitations to their games, parties, or any occasion in which they are interested.

(4) Descriptions of places they have visited; or imaginary visits in any lesson. Sometimes they enjoy writing a description of some little friend to take to parents or send to distant relatives.

(5) Often they delight in trying to "make up" a story to read in class.

(6) Most of the subjects which are used for oral language can be used for written language.

* * *

A HISTORY LESSON DRAMATIZED.

By Augusta Michaels, Durham Schools.

Recently the senior class of our school dramatized the Columbus story in open-air performance before the grammar grades of that school. It was the product of six weeks hard work in history and geography, centered around Spanish explorations in America. The class first mastered and outlined the main facts of Columbus' life as offered by the history text. At the same time they were gathering the geographical basis of the work, in studying such geographical principles as the size and shape of the earth, proofs thereof, gravity, longitude, time, the poles, compass, stars, etc. They also gathered from the text narrative data about Spain, Italy, India, and other countries concerned in Columbus' life. They compared present and past methods and routes of travel. Having gathered data and facts, it remained to turn the story into drama. The aim was to put the whole comprehensive story into a few scenes in such a manner as to impress by words and subtle suggestion the whole rich story. Their correlated study of history and geography had given them the needed material. One recitation period was taken by the teacher in an effort to have the pupils see and realize this aim. They grabbed the idea eagerly and were sent away with instructions to think about the work and report at the next class. At the next recitation they were possessed with enthusiastic suggestions and wild to begin.

It was decided that the school's front lawn should be used as a theatre, its hedges and basements as wings, and that there should be no costumes. Then the grade worked out a general plot or plan to suit their theater. This necessarily gave the class much valuable work in judging essential and non-essential values and in organizing facts. When the plan was worked out they had decided that they could portray the story satisfactorily in the six following scenes:

- (1) Columbus, the Wool Comber.
- (2) Columbus at the Court of Portugal.
- (3) Columbus at the Court of Spain.
- (4) The Friar Intercedes for Columbus.
- (5) Street Boys Mock Columbus and the King's Herald Recalls Him.
- (6) After the Voyage. Columbus' Gracious Reception at the Spanish Court.

Then the work of threshing out the details of each scene begin. Here was a splendid chance for valuable work in oral and written composition. A general outline for each scene was made, and then the detail work was done by means of competition. Each pupil was allowed to argue, question, or answer as the case required, and the best work was accepted for use in the play. So every sentence used in the play was thus worked out by some member of the class. And how they did throw themselves into the

work, rising to meet the occasion and producing an entertaining, well organized, and instructive play.

There were no expenditures in money. Our stage scenery consisted of two waste-baskets, a stool, some raw cotton, a tin comb, three chairs, six tobacco

sticks, a map of the world, and four dozen American flags, all of which were either borrowed or brought by pupils. This class is working out more of its history and geography in seasonable plays, and it is the most interested and hard-working of classes.

LAYING THE ATLANTIC CABLE

The Atlantic Cable is a long telegraph line under the sea stretching from Newfoundland to Ireland, and was successfully laid in 1866 by Cyrus W. Field. Submarine telegraph lines had already been in operation over short distances. It was in 1857 that Mr. Field first made the attempt to connect Europe and America by a cable, and at that time such a cable was thought to be impossible. He made several failures before he finally succeeded. The cable is 2,000 miles long. The first message sent over it was the news that a treaty had been signed by Prussia and Austria.

Teachers should tell the story of the laying of this cable and of its value to the world to the geography pupils. Because of it, people can telegraph to Europe as quickly as to Chicago, and important events in the Old World are telegraphed to this country to-day and appear in our morning papers to-morrow. Read the following poem to the pupils and discuss it with them:

How Cyrus Laid the Cable.

(On the completion of the Atlantic cable, July 29, 1866.)

Come, listen all unto my song;
It is no silly fable;
'Tis all about the mighty cord
They call the Atlantic Cable.

Bold Cyrus Field he said, says he,
"I have a pretty notion
That I can run a telegraph
Across the Atlantic Ocean."

Then all the people laughed and said
They'd like to see him do it;
He might get half-seas over, but
He never could go through it.

To carry out his foolish plan
He never would be able;
He might as well go hang himself
With his Atlantic Cable.

But Cyrus was a valiant man,
A fellow of decision;
And heeded not their mocking words,
Their laughter and derision.

Twice did his bravest efforts fail,
And yet his mind was stable;
He wa'n't the man to break his heart
Because he broke his cable.

"Once more, my gallant boys!" he cried;
"Three times!—you know the fable,—
(I'll make it thirty," muttered he,
"But I will lay the cable"!)

Once more they tried,—hurrah! hurrah!
What means this great commotion?
The Lord be praised! the cable's laid
Across the Atlantic Ocean.

Loud ring the bell—for, flashing through
Six hundred leagues of water,
Old Mother England's benison
Salutes her eldest daughter!

O'er all the land the tidings speed,
And soon, in every nation,
They'll hear about the cable, with
Profoundest admiration!

Now, long live President and Queen;
And long live gallant Cyrus;
And may his courage, faith, and zeal
With emulation fire us;

And may we honor evermore
The manly, bold, and stable;
And tell our sons, to make them brave,
How Cyrus laid the cable.

WHAT HE WAS DOING.

One afternoon a philanthropic party visited a public school in the poorer section of a big city, and, while making a study of the conditions in the knowledge factory, thought it proper to ask the youngsters a few questions.

"Can any little boy or girl tell me," said he very impressively, "what is the greatest of all the virtues?"

Nothing doing. Every bright little face looked as if the mind back of it was doing a hard piece of thinking, but there was no reply.

"We will try it again," encouragingly said the philanthropist. "What am I doing when I give up my time and pleasure to come and talk to you in your school?"

"I know now, mister!" exclaimed Johnny Smith, raising his hand and snapping his fingers.

"Well, what am I doing, little man?" smilingly.

"Buttin' in!" was the startling rejoinder of Johnny.

THE DANGER OF A FOREIGN SPOUSE.

One of our most prominent college professors, according to Harper's, took unto himself as wife a very charming and highly cultured German lady who is exquisitely particular about all matters.

Several years ago, just after she had come to live in this country, she was ever on the qui vive for new forms of expression.

One night the professor came home worn out with the troubles of commencement. As he was dressing to attend a very formal reception, he remarked:

"I wish we weren't going to this shindig."

"Shindig?" repeated his wife; "what is that?"

"It's the sort of thing we're going to to-night," answered her husband.

At the close of a very enjoyable evening the professor heard his wife saying: "Oh, Mrs. B——, I have so much enjoyed your shindig."

ROAD BUILDING AND McADAM THE ROAD BUILDER

By E. C. Brooks.

The earliest roads about which anything definite is known, so far as the construction is concerned, are those of ancient Rome. One of the oldest and the most celebrated for the grandeur of its work is the Appian Way which was constructed 312 B. C. All roads led to Rome. Two parallel trenches were first cut to mark the width of the road, and the most important one was sixteen feet wide, but the prevailing width was eight feet. There were roads, however, even narrower than this, for single vehicles and horsemen. The grade was usually disregarded and the course was laid out in a straight line over hills and villages. Mile-stones marked the distance from all parts of the empire to a gilt column in the Forum at Rome.

The road-bed was composed of three or four layers. The lowest of these consisted of two or three courses of flat stones, the second was composed of masonry of smaller stones, the third, of a fine concrete on which was laid a pavement of hard stones jointed with the greatest nicety. These layers are found to be often three feet in thickness.

The early explorers of Mexico and Peru found excellent roads connecting the principal towns. One of the military roads of Peru is said to have been two thousand miles long, with tunnels through mountains, and bridges over streams. This road was paved with flag stone covered with good bitumen. In India and Persia there were also good roads in ancient times. In the latter country royal roads for the use of the rulers were built by the side of the common roads and kept in fine condition, from which custom originated the phrase: "There is no royal road to learning."

John Loudon McAdam and the Condition of the Roads.

The one man to whom we owe most for modern road building was John Loudon McAdam, who taught the world how to use the waste rock on the hillside in making a suitable road over which the country commerce could be transported with the least expense. McAdam was born in Ayr, Scotland, September 21, 1756. At the age of fifteen he came to New York to live with his uncle. At the close of the Revolution, however, he returned to Scotland, became a magistrate and deputy lord lieutenant of the county, and a trustee of roads. At that time the highways of Scotland and England were almost impassable for a large part of the year. It was not uncommon for travelers to lose their way or the carriages to become "stuck in the mud," and, in many instances, both horses and travelers lost their lives in attempting to pass over the impassable roads. It was customary sometimes to take the carriages to pieces, and servants went along to bear the pieces across dangerous places and put them together again in order that the lord and lady might pass over in safety. When the royal carriage passed through certain sections of England peasants attended the journey and were ready to prop up the carriage in case it appeared about to turn over. The bogs and marshes were infested with highwaymen, and frequently travelers were completely at their mercy, since they could neither offer a vigorous resistance nor effect a safe retreat.

The condition of the roads in America at that

time was even worse if possible than of those in England. We read to-day of "a coach and six," and we usually think of it in its magnificence. But the six horses were a necessity to drag along at a snail's pace a coach that two horses should have been able to pull with ease and good speed on one of McAdam's roads. It has been said that more people in proportion to the population were killed or drowned trying to travel those old roads or cross treacherous streams than are killed to-day by the locomotive or steamboat.

McAdam's Method.

When McAdam became road trustee, he at once began a thorough study of the roads of Scotland and England, and for many years he spent the greater part of his time traveling at his own expense, studying the roads and lecturing on the subject of better roads. In 1811 he addressed to the House of Commons a memorial on the subject, which led to the adoption of his system of road building and to his appointment as a surveyor of roads in the Bristol district, and within a few years he had personally supervised road building in twenty-eight counties of England.

The system of road making devised by McAdam has been much used in Great Britain and America. The road-bed is first excavated to a depth of eight or ten inches. On a good, well drained soil, a depth of six inches is sufficient. McAdam's opinion that ten inches of well constructed material is sufficient to bear the heaviest of traffic over any road if properly drained has proved generally correct. The road-bed is first made, then a layer of crushed rock is deposited in fragments, such that the largest is not more than two and a half inches in diameter. The crushed rock, rolled until the surface is made smooth, is covered with a layer of fine rock or gravel, and it is thoroughly rolled into the rock. This makes a hard, smooth surface sufficiently durable to sustain the heaviest load. Such are the macadam roads.

It was not, however, until about 1885 that public opinion in the United States began to be aroused in favor of better roads. It came mainly through the influence of bicycle riders; since the coming of the automobile there has been considerable interest developed; and, for the past few years, every State in the Union has made considerable progress in constructing the macadam roads.

GOOD CASE.

Sammy's school attendance record had been perfect all winter and spring. The teacher, therefore, was much surprised to miss him on the sunny June day that so nearly approached the close of the school year.

"Where were you yesterday, Sammy?" she asked him next morning. "I was afraid you were ill, but I walked past your house after school and it seemed to be empty. In fact, I rang the bell several times vigorously but couldn't get in."

"Nothin'; I was at the circus," was the quite answer. "An' there wasn't nobody at home, 'cause pa an' ma an' Uncle Tom an' Aunt Sadie an' Cousin Bob all went along to take care of me—they said."

THE EARTHQUAKE THAT SWALLOWED NELSE WALKER

By Dane Coolidge, in *The Youth's Companion*.

Through the heart of the Coast Range, from San Luis Obispo to San Bernardino County, there lies a peculiar trench or ditch, a long mark of broken ground, as if some giant had scratched the earth with a sharp stick. It might pass for an old canal or trail, except that it extends over valley and mountain alike, northwest by southeast. In reality, it is the path of an earthquake—the earthquake of January, 1857.

Although the mountains danced and the hills bowed together, no one was killed in that great shaking; yet there was one man—so tradition says—who stood in the path of the earthquake and felt its power.

This man was Nelse Walker, hunter for the stage-station at old Fort Tejon. Fort Tejon lay in a green valley of the Coast Range, four miles south of the present city of Bakersville, California, and there each day the overland stage from the Missouri River to San Diego and thence along the coast to San Francisco drew up for food and rest and fresh horses. It was the duty of Walker to keep the station supplied with fresh meat, no very arduous task in those days, for the mountains abounded in game.

On this day, however, search as he would, he could find neither deer nor bear. Stillness seemed to smother the earth, and under its spell all animate nature became apprehensive. Rabbits and birds shifted about uneasily, and the wild cattle footed along their trails on the steep hillsides in absolute silence.

Five miles from the station, Walker halted under an oak and gazed out over the little valley. A hush, such as comes before an eclipse of the sun or before some mighty storm, came upon him. The hunter was afraid. Yet of what?

There was a sudden bump under the soles of his feet and he heard the oak leaves begin to rustle above him. Again, there came a bumping at his feet, accompanied by a subterranean rumbling—deep and ominous.

A third time, and the rumbling deepened into a roar. Above him the broad oak tree lurched sharply to the right, and then back to the left. Stones began to rattle down the hillsides, and clouds of dust rose from their fall at the foot of a neighboring cliff. The ground heaved beneath him once more, and with a bound he was in the open. For the first time he realized that he was in an earthquake.

Yet all this was but preliminary to the shocks to come. As he gazed about him in a nameless terror, the earth seemed to rise in waves and sweep towards him like the breakers of the sea.

B-r-r-ump! The earth heaved beneath his feet, and he fell to the ground, dizzy and sick. A deathly nausea seized him.

To his strained eyes the whole valley seemed swaying in huge waves. At each dip the great oaks bent over and brushed the ground, while above the roar and rumble of the earthquake came the crash of falling trees and the crunch of rolling boulders. Strangest of all, down the steep hillside above him, scuffling and tumbling, came flying numbers of wild cattle, shaken from their narrow trails, and shot bawling down the mountainsides by the mighty subterranean blows of the earthquake.

All the world seemed wrescked, ruined, topsy-turvy, and Nelse Walker sprawled on the ground and closed his eyes. When the solid ground sways beneath a man he is helpless beyond compare.

But sharp as had been the oscillations which threw Walker to the ground and tumbled the frightened cattle down the mountainside, the earthquake of 1857 had not yet attained its maximum intensity. Its victims were not to escape so soon. The grinding and rocking passed into a mere trembling, and Walker rose to his feet with a sense of great relief. But hardly had he picked up his gun when the earth began once more to sway and bump. There was a roar in the air like thunder, and down the valley he saw coming huge waves, before which the trees suddenly dipped and the stampeding cattle dropped as if shot.

The next moment there was a bump which threw him into the air, and a rending crash which made his heart stand still. Then with a wrench the solid earth parted, and a mighty draft of air sucked him like a leaf into the black abyss.

In a moment of great terror one acts in a purely instinctive way. As a drowning man clutches at straws, so Nelse Walker, swept into the bosom of the earth by an almost inconceivable catastrophe, dropped his gun and clutched out wildly.

His hands encountered a tangle of roots—perhaps the roots of that same broad oak beneath which, but a few moments before, he had sat at his ease. At the touch he grappled with them desperately, while the sand-laden wind swept past him into the bowels of the earth.

In spite of the falling dirt and tornado of wind which beat down upon him, Walker clung to his hold with the insane strength of a man who faces sudden death.

It was but a moment, but in that moment a great range of mountains was split in twain, split to a great depth. Of all the human beings in that land, one man was caught in the throes of nature, sucked into the gulf which yawned at that moment across three hundred miles of mountains. To that one man the moment seemed an age. Deep into that crack swept the winds of heaven. It yawned its widest—then began to close! The inrush of air past Walker suddenly ceased; then, as the parted earth came together again, the air which had rushed in was as quickly expelled. If a mighty bellows, miles in length, had been suddenly closed from its uttermost, the effect could not have been more irresistible.

Like a leaf once more Nelse Walker was blown by the blast, but this time upward. His hands were torn from the clutch on the oak roots, and the next moment he was hurled past the mouth of the bottomless hole and shot up out into the light of day. How he came there, he did not know; but when Nelse Walker recovered his sense of locality, he was still clinging to the roots—yet on second thought he realized that they were not roots but branches. He was in the top of a tree. About him the limbs were still rocking and waving, and smothered bumps still shook the tree as if a mighty ax was being laid to its roots.

A faintness seized upon the man who had been
(Continued on page 13.)

North Carolina Education

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If you do not receive your journal during the first week in the month, complain right then. Do not wait several months before saying anything about it.

Do not change your post-office address and expect **North Carolina Education** to follow you, unless you take the trouble to send us the necessary notice.

Once more let us say to anyone who contemplates writing a complaint of failure to receive the July and August numbers of **North Carolina Education** that no numbers are issued for these two vacation months.

Superintendent W. B. Speas, of Forsyth County, has just published a full report of the work in his county for the past year. Speaking of the State Teachers' Reading Circle, he says: "From the very beginning, the teachers of Forsyth County took a deep interest in it. Twenty teachers will receive diplomas from the State Department of Education this year."

Superintendent Charles L. Coon, of the Wilson City Schools, has been elected also Superintendent of the Wilson County Schools. There was a time, and not many years ago either, when Wilson was badly behind in matters educational. But, under the leadership of Superintendent Coon, the city schools have become one of the best systems in the State, and we may now expect the county system to make great progress.

Our subscription year begins with the scholastic year in September and ends with June, thus making ten monthly numbers to each annual volume. The September number was issued promptly on the first of that month and was sent to all whose subscriptions were alive at that time. A few copies are held in reserve to supply any who may want their subscriptions to begin with that number, which contains an introduction to the Reading Course for this year.

Fall right in with the Reading Course without a day's delay and keep up with it through the entire year. The Introduction to the Course for this year appeared in our September issue and real work commences in the present number. Do not get a month behind; begin now and stay right up with the work.

Some of our friends still make the mistake of sending us orders for school books and sending Messrs. Alfred Williams & Company subscriptions for **North Carolina Education**. Change that about. Send us direct your subscriptions for **North Carolina Education**, but not for school books or Reading Circle books; we do not deal in them.

At Supt. C. C. Wright's first teachers' meeting of this fall there were 143 white teachers present—the largest attendance ever recorded in Wilkes. The meeting was held in Wilkesboro Friday and Saturday, September 12 and 13. That was a good start. With teachers like these, a superintendent can always take courage and move forward with his work.

We have received a letter from one county superintendent who says that he will require all his teachers to take the Reading Circle Course this year, and that **North Carolina Education** will be placed in the hands of every teacher in order that they may follow the outlines of the course as given this year. Two other counties will require the teachers to take **North Carolina Education** in order that they may get the Reading Course outlines. Since the school terms will be materially lengthened this year, it is necessary for the teachers to make extra efforts to improve the efficiency of the schools, and the Reading Course is planned for this purpose. Let every superintendent this year organize his teachers and make an extra effort to improve the schools.

A NEW SORT OF BOOK ON EDUCATIONAL HISTORY.

Mr. E. C. Brooks, editor of **North Carolina Education**, and head of the Department of Education in Trinity College, left Durham Tuesday, September 9th, for New York City, where he will spend the coming winter in Columbia University working on a new book which he hopes to publish in the spring or summer. Mr. Brooks has made for himself a considerable reputation as a writer through the publication of his "Story of Cotton," of which fifty thousand copies have already been sold, and his "Story of Corn," which will soon come from the press. The "Story of Cotton" has been adopted in the State schools in North and South Carolina, Florida, Texas, Utah, Arkansas, Missouri, Michigan, and New York. His new book will be a distinct addition to the sum of knowledge on educational history, since it will be the working out of a hitherto untreated idea: the history of the practical effects of education upon

the institutional life of the people; how it has attempted to adjust the individual to the life around him. Histories of the theory of education are legion, but a good history of the correlation of education with the life of the people does not exist. S. S. A.

WHERE THE SUPERINTENDENT IS TO BLAME.

We have a large number of city superintendents in North Carolina who do not know how to grade and classify the children. If the school is small, the superintendent is not overwhelmed by numbers. Therefore he does not, as a rule, commit the blunders that we find in some of the larger systems. But the defects in the larger schools are found to some extent in the smaller schools, and the attention of the superintendent is called to these defects.

(1) Students as a rule are given too many subjects to study. This defect is found from about the fourth grade through the high school. It has been demonstrated that four or five subjects in the grammar school and four in the high school are all that a student should be burdened with at the time; yet superintendents in North Carolina are carried away by the senseless notion that the more subjects the child studies the more units he will have to his credit. Some of these superintendents think more of the reputation of the school in college circles than they do of the progress of the child.

(2) Superintendents do not know how to facilitate the progress of the child through the grades. This has been referred to over and over again under the head of proper grading. Notwithstanding, many superintendents in North Carolina do not even know when a school is well graded. This is a broad assertion. But since the board of trustees and the public do not know when the school is well organized, the community is completely in the hands of an incompetent superintendent, who may continue for years to run the school in the same old way.

And what is this same old way? The child's progress through school is blocked off into ten or twelve stages called grades, and each stage requires a year or more to complete the work of that stage. The stupendous blunder is made when the superintendent and teachers so fix the work that all children must spend a year in that grade. Not only that, but if a child fails on one or two subjects, it is required to remain in that grade until it "cleans up the pile." Some superintendents, in their attempts to remedy this defect, divide the grade into two sections, but even then each section is held a year to the task. This is a little improvement over the other plan, but so little that the advantages are badly noticeable.

If patrons knew the difference between the old accustomed methods and an organization that practically ignores grade lines and the old iron-clad organization, they would not tolerate the system in force in their community longer than it would take to abolish it.

We are publishing in this number two articles on the subject; but in the next number we will describe a school that ignores grade lines and operates for the benefit of all the children.

CO-OPERATIVE EDUCATIONAL CONFERENCES IN BUNCOMBE COUNTY.

A series of joint educational conferences has been held during the second week in September in Buncombe County in which educational agencies of State, county, community, and city made plans and received inspiration for fuller co-operation in the great work of education.

State Superintendent J. Y. Joyner was present at the last two of these conferences and was greatly pleased with the conferences and their results. He states that it is almost impossible to estimate the great benefit which will be derived from these meetings.

He highly commended the county of Buncombe on the degree of educational progress which these meetings reflected, on the work and spirit of its Board of Education, and on the efficiency of its county superintendent; and he promises that similar co-operative educational conferences will be planned and held in a number of other counties of the State.

These conferences were held in six different localities of the county so as to reach all the Buncombe people. Mr. L. C. Brogden, State Supervisor of Rural Schools, attended and took part in the discussions of the four first meetings, which Superintendent Joyner was prevented from attending by conflicting engagements.

The meetings were thoroughly advertised and largely attended. The teachers and children of the schools most convenient to each meeting-place were present, and a feature of each conference was a parade of the children of the near-by schools, in which they marched, with banners flying, around the school grounds.

The school-committeemen also attended and the meetings were in reality conferences between teachers, children, school committeemen, parents, and other interested citizens. The county superintendent and the entire membership of the Board of Education attended every meeting.

Every phase of educational work was discussed and the sentiment of all the meetings was expressed in the slogan: "Better Homes, Better Schools, Better Farms, and Better Farming, Better Citizenship." Especial emphasis was laid upon consolidation and local taxation, and special discussions of the correlation of the work of the rural schools with the life of the country people were made by representatives of the State and County Departments of Education.

Mr. Millsaps, District Supervisor of Farm Demonstration Work; Mr. Brown, Director of the Corn Club and the Tomato Club work for boys and girls; and Mr. Weaver, Demonstration Agent for Buncombe County, were all present at each meeting to discuss better farming and agricultural education. Representatives of the State Board of Health and the County Board of Health were present and discussed health and sanitation and their relation to the schools of the county.

Plans for the co-operation of all these educational agencies of State, county, and community, and for the correlation of the work of all for the advancement and uplift of all the people were discussed and will be perfected and put into operation as soon as possible.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

*A Four Year Course of Home Study for Teachers
Leading to a Diploma for All Who Complete It*

FIFTH YEAR'S COURSE, 1913-1914

LESSON 1--EVERYDAY PROBLEMS IN TEACHING

The first book in the Reading Course is O'Shea's "Every Day Problems in Teaching." For the convenience of the teacher we may divide the book into three parts as follows:

(1) **School-Room Government.**—Under this head we may consider the first three chapters, which treat of problems of school government, problems of discipline, and fair play in the school-room.

(2) **Instructing the Pupils.**—Under this head we shall consider Chapters IV.-VIII. inclusive. This is the heart of the book and is by far the best part of it.

(3) **Odds and Ends**—Under this subject we have grouped the last two chapters of the book.

SCHOOL-ROOM GOVERNMENT.

We will consider the first division of the book which will embrace the first three chapters. During the month of September, teachers have been organizing their classes and assigning work. There has been very little real school-room work other than trying to find where to begin. Therefore, for October, we will begin to study this question of school-room management.

CHAPTER I.

Problems of School-Room Government.

The one thing that has contributed most to the improvement of discipline in the school is "more interesting teaching of more vital subjects." Although in some cases teachers are very poor, the subject matter has improved and it is easier for a poor teacher to control pupils to-day than ever before. This leads us, therefore, to the principal topic of Chapter I: What is the teaching doing to make the work of the pupil worth while? After all is said and done, poor discipline is largely the result of poor teaching, and good discipline usually comes from a good teacher. Read this chapter carefully and observe especially the factors which have produced a "New Regime in School Government." Study the problems in "Securing and Holding Attention." Notice the cause of dullness as well as of disorder. City schools would do well to consider the advice given on page 20 under the head of "The Teacher's Relaxation." Do you agree with the author that the stormiest season of the school year is in the autumn? City schools could also study with profit "The Problem of Vacation."

Teachers will realize that pupils are going to keep busy until they become tired. It is a question then of keeping pupils busy on the right kind of work. The author gives some interesting exercises and problems for Chapter I. on page 341. The following suggested exercises will make interesting subject matter for discussion in your teachers' meeting: Numbers 4-6-7-12-19-23-24-26-27-30.

These topics concern teachers in the rural school as well as those in the city school. However, there are other questions pertaining to grading and discipline discussed in this chapter which refer more to the city school than to the country school. Therefore, the city schools might consider, in addition to the above topics, the following: Numbers 10-11-15-17-20-21-22-25-29.

Teachers should read carefully Chapter I, before attempting to answer these questions. After receiving the benefit derived from a good suggestion, the teacher should go back to the school-room and work out one or more of these problems in the school-room. For example: Has it been difficult to secure attention or interest while conducting a history or geography lesson? Go to the class next day with new material and a new way of conducting the recitation and watch the result. In this way work out these problems and carry the result to the teachers' meeting.

CHAPTER II.

Problems of Discipline.

After the best teacher has done all in her power to make the work in the school-room worth while there will be two classes of children, as pointed out in Chapter H, that still remain as a problem. These are the spoiled child and the vicious child. The author's treatment of the spoiled child in the beginning of this chapter is very good. He has several good questions under exercises and problems of Chapter II, page 344. Consider especially the following: Numbers 8-11-12-13-14-19-20-23-24-26-29.

After you have read this chapter and have considered these topics, let me call your attention to another topic: Did you ever have any tendency to rebel against the authority of a person for whom you had great respect? We follow to-day those who arouse in us the greatest respect. If it is a farmer talking on agriculture, we show contempt for his teaching unless he is a successful farmer. If it is a horse doctor, we will hardly send for him to treat a sick mule if he has no reputation as a successful practitioner. If it is a politician, we sooner or later vote him down if he is all promise and no performance. So it is with the teacher. If she has not the character and intellectual power to create respect, no amount of rules and method and psychology will help much.

The whole profession is in great danger of the weak, unlearned, and indolent teacher who expects to reach success through short cuts and methods. Let me say here again what I have said over and over again, that one good vigorous lesson in history, or geography, or reading, or arithmetic, in which the teacher is so well acquainted with the subject that she actually argues like one possessing authority, using the subject as a text to stimulate and arouse

the sluggards in the room, will make the question of discipline almost a negative quantity.

The author has many good suggestions in this chapter; they are especially valuable to the city school teacher. All teachers, however, should ponder over "New Times Bring New Problems in Teaching," "Soft Methods in Training," and "The Charlatan in Ethical Training."

CHAPTER III.

Fair Play in the School-Room.

The author continues in this chapter the study of discipline. He makes some good suggestions. Teachers should profit by his discussion under the head of "Securing the Co-operation of Pupils in Cases of Discipline." His discussion of "Group Loyalty" and "Gaining Respect of Pupils" is very good, and, while this chapter was written largely for city teachers, the principles discussed here are applicable to all classes of schools. I wish to call attention especially to the discussion on pages 89-92. It is frequently the case that teachers call a pupil up before the whole school and administer punishment to him in public. The author is right when he says, "As a rule correction should be individual and private"; again he says: "It should be quiet." Teachers would do well to read these pages carefully. The problem of communication that is discussed in the remainder of the chapter is interestingly treated here. This whole question of "Fair Play" is one that teachers can discuss with profit. Notice, for instance, the following questions under Exercises and Problems of Chapter III, page 348, as follows: Numbers 1-4-5-7-8-9-12-13-20-24.

For the month of November we will take up especially that part of the second division of the chapter which deals with "Instructing the Pupils." We have emphasized for October the fact that discipline is, in a measure, solved by good teaching and the problems given here suggest to the teachers that they attempt to prove this in the school-room. I think this would make a most excellent problem for the teachers to work on during the month of October, and to bring the result to the association at the November meeting. This is one subject that city school teachers as well as rural school teachers can work on, and in the November number of **Education** we shall be prepared to take up the study of the second division of this book.

PRACTICAL SCHOOL WORK IN A MICHIGAN TOWN.

Boys in the Ishpeming (Mich.) High School repair the school building for pay, conduct a co-operative school farm for profit, and are on the point of erecting a gymnasium for their school in the same business-like way they have learned to do other things for themselves and the community. All this work is under the direct supervision of the regular school authorities, according to H. W. Foght, of the United States Bureau of Education.

For the past six years, Mr. Foght states, high school students from the manual training department have been employed to repair the various city school buildings. During one summer, \$3,000 was thus paid for student labor. The boys have repaired roofs, laid cement floors, built brick walls, and installed plumbing fixtures. The gymnasium is to be erected by the boys from plans drawn by seniors in the high school.

Particularly successful has been the co-operative farm enterprise. Superintendent Scribner induced the Board of Education to rent a patch of ground on the edge of the city, and, at the same time, provided \$500 for development expenses. Sixty-four boys responded to a call for volunteers to form an association. They were immediately organized into three working squads, each with its own "boss." The boys made their own rules, and they carry them out. Strict discipline is enforced, and drones are discouraged. As a first step, six acres was planted in potatoes, cabbages, and strawberries. It is the plan ultimately to plant twenty acres in strawberries for the Northern markets. The boys receive ten cents an hour for their labor, and they are to have seven and one-half cents additional when the products are marketed.

These plans, to meet the actual needs of the community through its schools, developed out of peculiar local conditions. Ishpeming is a mining and industrial town, of some 13,000 inhabitants, in the upper Michigan peninsula. Under the State law, children are not allowed to work in the mines and factories until they are eighteen years of age. The compulsory age is fourteen. As there are almost no other industries in the region, there is more than the usual danger of "drifting" on the part of growing boys. It was to meet the problems of these boys that the practical experiments were undertaken, and the results have amply justified the effort. Not only have the boys become interested in school, but their parents have had brought to them, in a thoroughly understandable way, the direct economic value of education.

THE EARTHQUAKE THAT SWALLOWED NELSE WALKER.

(Continued from page 9.)

the toy and sport of the elements. Realization of his predicament and of his escape rushed in upon him, and he nearly fell. He clambered feebly from the tree and dropped to the trembling earth in a faint. The breath of the cool afternoon breeze awakened him, and he felt around instinctively for his gun. Then it came to him that his gun was far down in the bosom of the earth. He rose. Before him lay the long furrow of the earthquake still smoking with the dust which rose from its new-eclipt depths. Into this he had dropped, and from it he had been hurled like a feather. Small wonder then that Nelse Walker was dazed and wandered far before he reached the station at Fort Tejon.

When the station-keeper heard Walker's story he thought that fear had turned the man's head. But a search for the lost gun on the following day brought him to the brink of that awful chasm which had swallowed it.

The erosion and floods of fifty-six years have done much to fill the great rift through the hills, so that now in places it serves for a road-bed or a trail through the heavy brush; but to the old settlers about Fort Tejon it is still the finger-mark of the earthquake that swallowed Nelse Walker.

NAIVE.

"Rastus, what's a alibi?"

"Dat's provin' yoh was at a prayer-meetin' what yoh wasn't in order to show dat yoh wasn't at de crap came whar yoh was."—Life.

News and Comment About Books

NOTES AND COMMENT.

The Storyteller's Magazine has been launched with that prince of his kind, Mr. Richard T. Wyche, as editor. It is several months old, bright, breezy, and helpful. The publication address is 27 West Twenty-third Street, New York. If you are an enthusiastic story-teller you will welcome this magazine; if you are not an enthusiastic user of the story in your teaching, welcome the magazine anyhow and become enthusiastic.

If you have not utilized the wealth of interest which can be supplied in your geography and history teaching and in your Friday afternoon exercises by the teeming pages of North Carolina Poems, make good that defect in your work this very term. The cloth edition may be had for \$1.00, the paper edition for 50 cents, and there are special rates for ten or more copies for class use. Order now, addressing North Carolina Education, Raleigh, N. C.

A very valuable service of the United States Bureau of Education is that of supplying teachers, students, and officials with carefully selected bibliographies on important topics of education. Those now available in printed form are: Secondary Education in the United States; The Montessori Method; Rural Life and Culture; The Economic Value of Education; Play and Playgrounds; Home Economics; Higher Education; Mothers' Clubs and Parent-Teachers Associations. Any of these may be had by applying to the Bureau of Education, Washington, D. C.

It is not often that one runs across so grim a gleam of humor in a mere text-book as this, in the introduction to Linn's elegant little book of "Illustrative Examples of English Composition": "And even the exceptional freshman is usually cursed with a desire to be clever; a desire which the present editor believes ought to be discouraged, if necessary almost by violence." Three Raleigh colleges are among the schools that have adopted for class use this book and the same author's "Essentials of English Composition," which would indicate that Professor Linn's views on fine writing are not without some support hereabouts also.

BOOK NOTICES.

Neighborhood Entertainments. By Renee B. Stern. Illustrated. Cloth, xv + 297 pages. Price, \$1.00 net. Sturgis & Walton, 31-33 East 27th Street, New York.

Just what its name implies—a

book to encourage, direct, and supply material for, entertainments of various kinds mainly but not exclusively in country neighborhoods. Part one is devoted to clubs, societies, and social centers—how to form and conduct them. Part two has seven chapters on Entertainments, in which special celebrations are discussed, the value of Arbor Day, Easter and Other festivals, Thanksgiving, Amateur Theatricals, World-Games, and Money-making Entertainments. There are also illustrations of exhibits and costumes. Interesting, suggestive, helpful.

Old Testament Stories. Edited by Prof. James R. Rutland, Assistant Professor of English in Alabama Polytechnic Institute. Cloth, 374 pages. Price, 45 cents. Silver, Burdett & Company, Boston, New York, Chicago, Atlanta.

An attractive presentation of the Old Testament Stories required for college entrance. Especially informing and helpful is the very fine introduction by Professor Rutland, covering 29 pages. A map of Palestine, a chronological table, and a pronouncing index of proper names furnish desirable aid.

Synonyms, Antonyms and Associated Words, a Practical Aid in Expressing Ideas Through the Use of an Exact and Varied Vocabulary, by Louis A. Fleming. Cloth, 619 pages. Price, \$1.25, net. G. P. Putnam's Sons, New York.

With an alphabetical arrangement of words throughout, this hand-book will prove valuable to those writers and speakers whose vocabularies do not readily yield upon demand the desired word. Not only are synonyms given, but in many cases the antonyms and associated words are given also, thus grouping together in a way to be of greatest assistance words of the same or opposite meaning and those associated with them.

School and Home Gardens. By W. H. D. Meier, A. M., Head of the Department of Biology and School Gardening, State Normal School, Framingham, Mass. Cloth, profusely illustrated, 319 pages. Price, 80 cents. Ginn & Company, Boston, New York, Atlanta.

This beautifully printed book is a very practical one. It does not bother about experiments or inductive processes, but goes straight to the business of teaching boys and girls how to do the things that bring good results in growing the common useful and ornamental plants about the house and garden. The window garden; bulbs in glasses, bulbs in pots,

bulbs in the yard; flowers, borders, and lawns; ferns, shrubs and roses; shade trees, fruit trees, and the overhanging vegetable garden—these are the subjects delightfully presented and practically taught in this very attractive book.

Agronomy: A course in Practical Gardening for High Schools. By Willard Nelson Clute, Teacher of Science in the Flower Technical High School for Girls, Chicago. Illustrated. Cloth, xvi + 296 pages. Price, \$1.00. Ginn & Company, Boston, New York, Atlanta.

As the sub-title implies, Agronomy is a course of gardening for town and city schools. Complete and very thorough as far as it goes, it is designed to meet the needs of city boys and girls which do not include field crops and stock-raising, but the rather such topics as pertain to the making of gardens, lawns, small orchards and the like. The nature of the soil and how to fertilize it; how to plant and cultivate, how to force and retard growth, how to prune and propagate and breed plants, diseases and insect pests and how to fight them—all these are thoroughly taught. The book is amply illustrated and indexed and in every point of equipment is admirable.

Farm Arithmetic. By Charles William Burkett, Editor American Agriculturist, Formerly Professor of Agriculture in the New Hampshire and the North Carolina Colleges of Agricultural and Mechanic Arts, and Director of the Kansas Agricultural Experiment Station, and Karl Dale Swartzel, Professor of Mathematics, Ohio State University. Cloth, 280 pages. Price, \$1.00. Orange Judd Company, New York.

This book comes as if in answer to the dictum of the Committee on Education of the North Carolina Farmers' Union: "We especially urge that never again shall our children be forced to study an arithmetic packed with problems on banking, insurance, English money, and latitude and longitude, but with no adequate training in farm life problems such as mixing fertilizers, calculating fertilizer values, compounding feeding rations, etc." "Farm Arithmetic" is altogether utilitarian in intention. While it might have been fuller in mechanics, it deals with the arithmetical and quantitative problems of the whole field of farm life from plant nutrition to concrete barn construction. It serves the double purpose of teaching arithmetic practically in terms of agriculture, and of teaching agricultural practically in terms of arithmetic. This book is handsomely and interestingly illustrated and is a valuable addition to the vocational texts for rural schools.

Illustrative Examples of English Composition. By James Weber Linn, Associate Professor of English in the University of Chicago. Flexible leather, 12mo., x+246 pages. Price, \$1. Charles Scribner's Sons, New York.

The compiler's "Essentials of English Composition" was noticed with favor in this department several months ago. It is a really meritorious concentration of rich common sense in teaching English composition. The later volume described above is uniform with it, having the same pleasing flexible leather binding—something as unusual as it is welcome in the covering of text-books. The contents are made up of longer and shorter, mostly shorter, illustrative examples of the four kinds of composition—from R. L. Stevenson, Arnold Bennett, The Bible, Jane Addams, G. K. Chesterton, The Blazed Trail, Dickens, Hamlin Garland, J. M. Barrie, Frank Norris, and twice as many other sources. The notes at the end of the book are informing and helpful and there are references to the author's "Essentials in English Composition"; but these illustrative selections and illuminative notes may be used with any other textbook of rhetoric. The selections are in the main easy and simple in diction, fine and pompous specimens being avoided.

Art in Short Story Narration: A searching analysis of the qualifications of Fiction in General and of the Short Story in particular, with copious examples, making the work a Practical Treatise. By Henry Albert Phillips, formerly Associate Editor of the Metropolitan Magazine, with an Introduction by Rex Beach. Cloth, small 12 mo, xiv+160 pages. Price \$1.20 postpaid. The Stanhope-Dodge Publishing Company, Larchmont, N. Y.

This is a companion volume to "The Plot of the Short Story," already published, and is to be followed by a third, now in preparation, on "The Mechanics of Fiction," the three belonging to "The Authors' Handbook Series," published by the Stanhope-Dodge Company. Of small size, in bright red covers stamped in gold, with typography strikingly pleasing in clearness and style, the book is an exceedingly attractive one to eye, hand, and taste. While the "plotting of the short story," to quote from the foreword, "is largely a process of science, narrating it is altogether a matter of art. Hence, I have jumped the full swing of the pendulum; from a definite science to an elusive art." While the former book essayed a synthetic study the present one makes an analytical study of the short story. In eighteen chapters are discussed eighteen phases of art in narration, such as Art and Technique, Fact Versus Fiction, the Potency of Suggestion, The Appeal That Creates Interest, The Charm of Harmony, The

Dramatic Spark, The Temper of Love, The Poignancy of Effect, and in the nineteenth there is a sort of running-lecture Study in Analysis. The entire book is apt, keen, engaging—a delightful and alluring as well as instructive study in the art of narration.

Globes and Maps in Elementary Schools. By Leon O. Wiswell, School Libraries Inspector, New York State. Illustrated with ten diagrams. Cloth, 12mo., 64 pages. Price, 50 cents. Rand McNally & Company, Chicago and New York.

In the average school-room, globe and map, like dictionary and calendar, serve chiefly for hasty reference, and their possible teaching value is realized almost not at all. To extend their use in the hands of the average teacher, Leon O. Wiswell has written a manual, entitled Globes and Maps in Elementary Schools, which suggests many ways of employing this equipment to good advantage. The manual consists principally of graded lessons, amply yet simply stated, and illustrated by diagrams. The first section deals with globes, the great astronomical facts about earth movements, seasons, climate, and kindred topics, and with the meaning of latitude, longitude, direction, time, and similar terms. In the second section is found a helpful discussion of the purpose of maps, the variety of their uses, and map sketching. The lessons do not presuppose any costly equipment, nor require the product of any particular firm. Conscientiously employed, this book will enable any teacher to give adequate instruction in the fundamental relations of the world as a whole.

For the Story Teller: Story Telling and Stories to Tell. By Carolyn Sherwin Barley. Cloth, stamped with gold, viii+261 pages, Price, \$1.50, postpaid. Milton Bradley Company, Springfield, Mass.

This is one of the very best of the many books on the art of story telling. In thirteen chapters the author analyzes and explains the essential interest-elements in stories and their use in educating the young, treating clearly and stimulatingly of the "how" as well as of the "why." There are also eighteen fine stories of various types ready for the telling. The author has given in a few words her purpose in writing the book: "Story telling to be a developing factor in a child's life must be studied by the story teller. There are good stories and there are poor stories for children. . . . Some stories teach, some stories give only joy, some stories inspire, some stories just make a child laugh. Each of these story phases is important. To discover these special types of stories, to fit stories for the individual child or

child group, and to make over stories for perfect telling, has been my aim in writing this book. . . . The pages that follow give my new theory of story telling to the teacher or parent." We regard this as one of the "necessary" books for the teacher that has charge of the smaller children.

Farm Life Readers. By Lawton B. Evans, Superintendent of Schools, Richmond County, and the city of Augusta, Georgia; Luther N. Duncan, Professor of School Agriculture, Alabama Polytechnic Institute, and Special Agent of the U. S. Department of Agriculture; and George W. Duncan, formerly Principal Public Schools, Florence and Auburn, Alabama. Four books. Illustrated. Cloth. Price, not given. Silver, Burdett & Company, Boston, New York, Chicago.

In line with the present vocational trend of rural education and with the demand of the farmers for texts for their children having practical reference to rural life, comes this series of four readers. As the name implies, all the matter—both prose and poetry—is related to farm life. Poultry, plants, domestic and wild animals, flowers, birds, seasons, swimmin' holes, an 'possum bunts, different phases of farm work,—such are the subjects of the reading lessons. They tend to interest boys and girls in farm life and keep them on the farm, while at the same time giving much solid information in practical matters of rural life and work. One of these lessons in the Fourth Reader entitled "A Land Where Everybody Works," is taken from Mr. Clarence Poe's "A Southerner in Europe." The series is a very attractive one mechanically, paper, printing and illustrations all combining to enhance the pleasing impression made by the excellent literary quality of the reading lessons.

Marriage and Genetics. Laws of Human Breeding and Applied Eugenics. By Charles A. L. Reed, M. D., F. C. S. pp. 182. (5 1/4 + 7 1/4). Price, including postage, \$1.00. Subscription only. The Galton Press, Publishers, Cincinnati, Ohio.

The author is Fellow of the College of Surgeons of America, member and former President of the American Medical Association, and a Professor in the University of Cincinnati. This book on a topic that is now the subject of wide-spread thought and of some legislative activity is just from the press, having been issued on the 10th of September. It is written by a surgeon whose daily life is largely engaged in dealing with conditions that "affect the power of the human race to perpetuate itself," and deals with these vital problems in a true scientific spirit and from a practical point of approach. So remark-

able is the author's capacity for compression and lucidity of statement that one is astonished at the extent of the ground covered and thoroughness of the instruction given. While the book is not intended for general class use in the public schools, every page is packed with fact and instruction of interest to every teacher. There is pointed discussion of the laws and conditions that underlie new problems of importance to teachers, both personally and professionally; and the vital reasons at the basis of the argument for instruction in sex hygiene are here clearly set forth in a scientific spirit by one who is deeply interested in promoting the cause of race culture. The "Eugenic Medical Examination" as a prerequisite to marriage is here dealt with explicitly. The book contributes information of "vital importance to every prospective husband and wife and their unborn children." A proper consideration of the message borne by this book cannot fail to "inure to the welfare of the people now living and of coming generations."

Live Language Lessons. By Howard R. Driggs, Professor of Education in English and Principal of the Secondary Training School, University of Utah, Salt Lake City. Two volumes, 252 and 359 pages. Profusely illustrated. The University Publishing Company, Chicago and Lincoln.

In these books, which have already been adopted this year in Utah and Idaho, the author has presented something distinctly different in language work. The outstanding feature of the lessons is their "liveness." There is not a chapter that will not be absorbingly interesting to the young people. Chapters on work and play, on customs, history, harvests, holidays, wild animals, city and country life, patriotism and patriotic verse, parts of speech and grammatical uses and misuses, story-telling, style of composition, cooking, acting, and oratory follow one another with a variety of interest and information that cannot fail to fascinate; and the splendid collection of illustrations will prove interesting to old and young alike. One unique feature which shows the ambitious scope of the books is a late chapter giving a complete little lesson in journalism, describing the processes of newspaper publishing, of the technic of news-story writing, and giving a model associated press story. Constructive and creative work is made the basis of the course. The composition and grammar lessons are vitalized by correlation with descriptions of a variety of life. The use of a rich selection of literature gives the pupil a full, vital vocabulary, in the use of which oral as well as written exercise is given, and individuality and originality are encouraged in

every way. Corrective exercises in popular misusages are given a large place. Recreation and inspiration are made strong motives throughout, and the books should prove attractive variants from the mass of dry-as-dust language texts.

A Syllabus of North Carolina History, 1584-1876. By William K. Boyd, Professor of History in Trinity College, and J. G. de R. Hamilton, Alumni Professor of History in the University of North Carolina. 101 pp. Price, 80 cents, postpaid.

This volume consists of outlines of lectures given at Trinity College and the University of North Carolina. While intended primarily for the use of college students, the "Syllabus" should prove of distinct value to teachers and students in the schools and to the general reader. We call attention to some of its distinctive features. First of all, military history is subordinated to progress in times of peace. The entire military history of the Revolution and of the Civil War is covered in four sections. In contrast to the relatively slight attention to things martial, is the stress on social and economic development. Over thirty of the ninety-odd sections are devoted to racial origins, religious development, educational progress, internal improvements, railroads, and public finance. These are the very topics to which our text-books and general histories give scant treatment. It is very useful to have them outlined, with copious references to the sources and the best secondary literature. Another feature of the "Syllabus" is the large number of studies outlined for the period from the close of the Revolution to 1860. These were formative years in our history, the time when schools and colleges were founded, when railroads were built, when party organization was perfected. No adequate treatment of this period is given in our State histories; hence the outlines and references of the "Syllabus" fill a great need. Finally, the selected list of sources and authorities, which forms the first section of the "Syllabus," is the most available list of books on North Carolina history. It should be useful to libraries and collectors. Also the lists of sources and references at the end of each section should be of aid to the teacher in preparing for recitation, to the student in writing an essay, and to the general reader of North Carolina history. The "Syllabus" should be in the hands of every high school teacher of history and in every school library in North Carolina.—E. C. B.

Diary of a Tar Heel Confederate Soldier. By Louis Leon, with a History of the Fifty-third Regiment from May 5, 1864, (subsequent to the imprisonment of Leon) by Col. James

T. Morehead. Cloth, 87 pages. Price not given. Stone Publishing Company, Charlotte, N. C.

This diary is not ambitious in a literary way and it lays claim to no greater than its face value, that of a simple record of the work and play, joy and sorrow, deeds and misdeeds, of a private-of-the-line on the Southern side of the great Civil War. It does not possess the polish of the classics and is even sometimes ungrammatical; but that in itself helps to make it as engaging a little volume as one may soon find, and it will hardly be laid aside before a complete perusal. Its great attractiveness lies in its absolute *naivete*. The narrative is entirely artless and as genuine and unspoiled as a wild rose. It comes direct from the heart of L. Leon. When he says that the girls in a nearby factory "made up for the damp ground" of the camp, we know it is literal truth; we are charmed with his sincerity when he says: "We got some whiskey into camp, which tasted very good and made us forget the cold"; and we laugh outright at his tale of running down and quartering a farmer's shoat" which he carried back to camp in his haversack. Flashes of inimitable native humor illumine what would else be a pathetic record of hardship: as his story of finding two chickens in a deserted yard which he says, "we captured, for we were afraid they would bite us"; the statement "we laid all night among the dead Yankees, but they did not disturb our peaceful slumbers"; and "Hugh Sample and myself were out on a forage and milked a cow in his hat, the only thing we had." Most appealing to Southerners is the fine reverence with which he (a Jew) speaks of "our father" General Lee. He says: "Our father, Lee, was scarcely ever out of sight when there was danger. We could not feel gloomy when we saw his old gray head uncovered as he would pass us on the march, or be with us in a fight. I care not how weary or hungry we were, when we saw him we gave that Rebel yell, and hunger and wounds were forgotten." Leon's diary is an addition to Southern traditions. Such an intimate, genuine record of the daily camp life and battle life of an average "Rebel" lad, from the first "long roll" which called to Bethel, to the rat-infested and smallpox-plagued prison at Elmyra, N. Y., where so many learned the crushing news of Lee's surrender, is not to be passed by lightly.

S. S. A.

And young lady wishing to attend a good boarding school and pay her way entirely or in part with industrial work may secure aid by writing a letter, not later than October 10, to RBD., care of North Carolina Education, Raleigh, N. C.

State School News

A compulsory physical culture course is given to the young ladies of Carolina College, Maxton, under a special instructor, Miss Denaghy.

Mr. F. W. Kurfees, formerly principal at Morven, is now with the Bank of Marshville, but still retains his professional desire to keep in touch with teachers and methods by subscribing to North Carolina Education.

Under the auspices of the board of education of Durham, the Seaman Printery has issued a little book of songs for use in the various schools of the city for chapel exercises. The book is sold to the pupils for ten cents.

Owing to complaints from many patrons and to the unfinished condition of many new school buildings now in the course of construction, the opening of the schools of Forsyth County has been postponed from September 29 to October 13.

The compulsory school law has added many pupils to the Henderson schools, the enrollment being 100 greater in the graded schools than last year. It is reported the people are pleased with the law and that it operates without friction.

The Lexington graded schools opened September 15 with an increased attendance over that of last year of more than one hundred, 645 having enrolled. The opening was celebrated by the presentation of a handsome flag by the Junior Order.

An appropriation of \$5,000 recently made by the Charlotte board of aldermen will be applied to improvements in the Elizabeth school. Six rooms will be added and many other improvements will be made to relieve the great congestion in this school.

The contract has been let for a new shop building at the A. & M. College, at Raleigh, the cost to be about \$50,000. It will be the home of the mechanical wood-work, machine shops, forge shops, foundry, and mechanical library, and will be the handsomest and best appointed shop building in any Southern college.

The State Normal and Industrial College has opened with a capacity enrollment of 650. Practically every room is taken, and President Foust

The best offer yet: Fifty grade cards, one cent each. One-half dozen song-books, 114 pages (101 songs each, ten cents each, and Select Stories for Opening Exercises, thirty cents. All the above, postpaid, only \$1.00. Teachers' Supply Company, Grayson, Kentucky.

states that he has been compelled to turn back a large number of applicants for rooms on account of the lack of facilities for handling the great numbers of young ladies of the State who desire to attend the Normal College.

The State School for the Deaf and Dumb, at Morganton, has opened with the largest attendance in its history, about 280 having enrolled. In addition to regular public school course, the school offers four industrial courses. For the boys there is instruction in printing, with linotype instruction for the more advanced, wood-work and carpentry, shoe-making, farming and gardening; while the girls are taught dress-making, sewing, cooking, and household economy.

Large Attendance at Salisbury.

The Salisbury city schools opened auspiciously September 15th, and the first day brought 1,040 pupils to the buildings, an increase of sixty over the previous year. Of this number, 557 are girls and 483 are boys.

The colored schools also opened and have 245 students enrolled. Every department showed a substantial increase over the previous session, and still others are to be enrolled.

Children Must Be Vaccinated.

Every child who enters the public schools of Kinston and Lenoir County this fall will be required to be vaccinated, according to a statement by Dr. A. D. Parrott, the County Superintendent of Health. Last year the regulation of the sanitary committee requiring vaccination against small-pox was enforced in the city schools, and the contrast with the rural schools, where there was no enforcement, was marked.

New Annex and Large Enrollment at Louisburg College.

Louisburg College held its opening September 16th and, according to a statement of Secretary Allen, the enrollment was four times as large as at any previous year. The new annex to the college building, just completed, is a gem of beauty and a model of convenience. Both buildings, which are connected, are thoroughly equipped with all modern conveniences, steam heat, electric lights, water, elevator, etc. The rooms in the new building are all spacious, well lighted, and well ventilated. Besides being used as an administration building, sixteen of the rooms will be used as a dormitory. Thus the capacity for taking care of boarding pupils has been enlarged to that extent.

New School-House for Grace.

Grace school, in Buncombe County, is to have a public school-house which is to cost about \$10,000 when completed. The contract for the building is to be let at an early date and the work will be rapidly pushed to completion. It is to be constructed of brick and to have all modern improvements.

Two schools in that district are to be combined when the building is finished. It will be located on the site of four acres which was recently acquired. The Grace school opened on September 1 for the term of 1913-1914.

Peace Opens With Promise.

President Ramsey of Peace Institute states that his school has had a most excellent opening, that the building is entirely full, and that several young ladies have had to be turned away for lack of room. Several thousand dollars have been spent on improvements during the summer, especially in renovation of the heating plant. The primary department which has been conducted for several years has been abolished, while a department of domestic science has been added. Several additions have been made to the faculty and the outlook is brilliant for a very successful year.

New Hanover Institute.

A successful ten-day institute was held the first weeks in September in Wilmington, under the supervision Superintendent Catlett, of New Hanover County, all of the rural teachers and a number of the city teachers having been enrolled.

Over fifty white teachers attended the meetings of the institute in the Hemmingway school building, where the institute was conducted by Supt. I. C. Griffin, of Marion, assisted by Miss Susie Fulghum, of Goldsboro. The colored teachers met in the Peabody colored school under Rev. J. A. Bonner, of that school. Superintendent Griffin lectured to them several times.

Farmville Graded School Adds New Language Courses.

The Farmville graded school opened September 16th with the largest enrollment on record and with all indications pointing to a very successful year.

The course of study has been changed so as to meet the requirements of the course suggested by the State Department of Education, in that the school now offers a full modern language course consisting of four years of French and two of German in addition to the Latin-scientific course. The school also has a full department of vocal and instrumental music, and employs a special instructor to teach drawing.

Rural High Schools Now Number 214.

Prof. N. W. Walker, supervisor of rural high schools in North Carolina, announces that the number of these has now reached 214, and this will be the limit for the present. Last year it was arranged that two schools should be added to the list this year and these have now been named. One is at Alliance, in Pamlico County; the other at Mills River, Henderson County.

Catawba County Agricultural Society Formed.

The Catawba County Agricultural Society is the name of an organization recently perfected in the county.

The society will hold a county agricultural fair this fall and each succeeding year, provided the farmers take the necessary interest. At these fairs the different farm products of the county will be displayed and a series of lectures will be given on topics pertaining to farm life. The first fair will be held at Startown on Thursday, October 30th.

New School Property Purchased in Wilmington.

The New Hanover Board of Education, September 15th, purchased two pieces of property, one in the northern and the other in the southern end of the city of Wilmington, to be used as school sites. A lot at the corner of Fourth and Meares Streets, in the southern part of the city, was bought for \$5,000, to be delivered January 1st, next, and a corner lot at Sixth and Harnett Streets, in the northern end, was bought for \$9,000, to be delivered March 1st, next. Work will begin in the spring on the new buildings, which are badly needed to relieve the congestion in the other school buildings in the city.

Progress in Johnston County.

Johnston County is giving abundant signs of interest in education. Superintendent L. T. Royall reports that in a number of school districts all sorts of improvements are made. One-teacher schools are consolidated, additional room has been provided, and in several cases auditoriums have been built in the school-houses, and, on the whole, education is moving onward. Among the more recent marked proofs of this progress are the \$25,000 school at Clayton and the \$20,000 building at Kenly. The Meadows, No. 3, and Pine Level erected frame houses of four rooms and an auditorium. The negroes also are greatly interested. They maintain at Smithfield a colored high school, which is doing good work for the race. Sanitation and hygiene are mainly taught, together with a good knowledge of reading, writing, and arithmetic.

Ardyne School Opens.

Ardyne School, the new primary and preparatory school which is being conducted in Charlotte by Miss Mary Catharine Thomson and Miss Lena James Hawks at 10 East Ninth Street began its first session in September. The entire building had been thoroughly renovated and furnished with the latest approved style of tables and chairs made by special order at the Kanuga Lake factories. Everything conducive to the education of the child has received careful attention and the opening promises to be a good one.

There is also a kindergarten department in charge of the competent and well-known teacher, Mrs. Helen T. Hall.

Record Numbers in Durham.

The Durham County schools opened September 15th with the best attendance in the history of the county. Nineteen schools outside of the eleven special tax district schools opened with excellent attendance and with prospects for a banner year. Superintendent C. W. Massey states that the faculty for all of the schools appears to be the best that has ever been obtained in this county. The special tax district schools opened up on the first day of the month with a record-breaking attendance. In the three special tax district schools on the outskirts of the city alone, over one hundred and fifty more students attended than were in attendance on the first day last session.

Compulsory Law Crowds the Newton Schools.

Such was the effect of the compulsory attendance law on the school attendance in Newton that the school was packed beyond capacity and a sore need of more school buildings is felt. The Newton graded school opened September 15th with an enrollment of 421, the largest in the history of the school, and there are still more than one hundred to be enrolled. At the opening exercises the main auditorium was packed with the children and many had to stand. The work has started off well and the only handicap will be the lack of room to take care of the children. Two other rooms are badly needed. Attorney W. C. Feimster introduced the teachers. The faculty is all new with the exception of one or two teachers.

Successful Educational Rally of Colored People.

A parade three-quarters of a mile long, a barbecue at the State Normal School for negro students and addresses by Superintendent of Public Instruction Joyner, and County Superintendent B. T. McBride were

features of an educational and industrial rally day which was held in Fayetteville by the colored people of Cumberland County September 17th. The parade was a creditable affair and contained, besides many mounted negro farmers, mechanics and tradesmen, 125 vehicles, including school and industrial floats and automobiles with distinguished visitors. Mr. Joyner's address was on "The Education of the Negro Race for Efficiency." Mr. N. C. Newbold of the State Department of Education outlined the course of the study for the negro rural schools.

New Men on Trinity Faculty.

Many important additions to the faculty of Trinity College have been made this year, five strong new men being added to the different departments.

The Department of English shows an almost complete re-organization with the loss of Prof. H. E. Spence, the author of a recent volume of verse, who is now preaching in Sanford, and the addition of Dr. C. A. Moore, holding A.B., A.M., and Ph.D. from Harvard, and D. T. S. Graves, who has the degrees of A.B. and Ph.D. from Chicago.

Prof. James J. Donegan, a graduate of the Sheffield Scientific School at Harvard, takes charge of the engineering department; Dr. E. W. Knight, a young graduate of Trinity holding his Ph.D. from Columbia, takes the place of Prof. E. C. Brooks in the Department of Education for the year; and Frank N. Edgerton, an alumnus with two years' course at Columbia, becomes instructor in electrical engineering.

Joint County Superintendent.

The first counties to unite in securing the constant services of one joint county superintendent, as provided under Section 4135 of the Public School Law as amended by the General Assembly of 1913, are Tyrrell and Washington.

Mr. John W. Darden, of Plymouth, who has been superintendent of Washington County, was selected to give his entire time to the superintendency of both Tyrrell and Washington. He will have an automobile, and the new arrangement is expected to be of great benefit to both counties.

The law provided that "any county whose total school fund does not exceed fifteen thousand dollars may unite with any adjoining county and, by agreement between the county boards of education of the two counties meeting in joint session, may employ a county superintendent who shall devote his entire time to supervising impartially the educational work of the counties thus employing him."

North Carolinians at Buffalo.

Many North Carolinians interested in education and public health attended the Fourth International Congress on School Hygiene which was held in Buffalo, N. Y., August 25-30, among whom were the following:

Miss Hattie Parrott, of Kinston, chairman Committee on School Hygiene, State Primary Teachers' Association; Miss Etta Spier, Vice-President of the association; Miss Anna Meade Micheaux, former President of the association; Miss McKenzie, Primary Supervisor in the Greensboro schools; Mrs. Kate Hays Fleming, primary teacher, who comes this year to the Raleigh schools; Miss Sue Nash, Greensboro schools; Dr. Grove of the State Normal College; Superintendent T. R. Foust of Guilford County schools; Dr. J. A. Ferrall, who has recently left the State to make headquarters at Washington; Dr. Jones, health officer for Guilford County; Miss Edith Royster, Assistant County Superintendent of Wake County.

Agriculture and Domestic Science in Harmony Schools.

Arrangements are being perfected to open a school of agriculture and domestic science in connection with the State High School at Harmony in Iredell County. An effort

is now being made to engage teachers for these departments, and it is hoped the school will be ready for pupils early in October.

To secure these departments in connection with their State High School the Harmony community is to provide the teaching equipment. They have provided ten acres of land and lumber is now being prepared to erect a building—an addition to the present school building—which will cost about \$1,100. When the equipment is furnished by local people the State and county provides the money to pay the teachers. Harmony school will get about \$2,000 for this purpose.

An effort was made to provide a school of agriculture and domestic science in connection with the State High School at Troutman, but so far Troutman community has not furnished the equipment.

Uplift Work With Negroes.

The wife of J. H. Sampson, principal of the negro schools of Kinston, is in charge of a new work inaugurated by the officials of the schools. She will engage in community work among the women of her race in Kinston, for which she is especially well fitted by reason of her superior education. For two winters past the principal's wife has

conducted a class in manual training comprised of the larger girls of the colored school. Remarkable success was had, and now the efforts in social service will be extended to take in the adult women of the race. Every colored woman in Kinston and every school girl of practical age will be eligible to enrollment in a class which will be taught for three hours on each Friday afternoon.

The aim of the work is to prepare the girls for cooks and housekeepers, to help servants in becoming more efficient, and to teach women who remain in their homes to conduct them better. The departure is new to this section, and nothing similar to it has before been attempted in North Carolina. Scores of negro women have shown an interest in the school, and many have applied for enrollment in the classes. City Superintendent Underwood and the other authorities are lending the movement hearty support.

Baxter's Choice Dialogues, fifteen cents; How to Manage a School, ten cents; one hundred Hints on the Recitation, ten cents; How to Keep Order, fifteen cents; Introductory Guide to Nature Study, twenty cents; Examinations Made Easy, fifty cents. All the above books, postpaid, for \$1.00. Teachers' Supply Company, Grayson, Kentucky.



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THE UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL, N. C., January 8, 1913.

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Louisburg Breaks Record.

The Louisburg graded school recently opened with the largest attendance on record for the first day. Superintendent W. R. Miller and Principal E. L. Best have associated with them this session one of the strongest corps of teachers they have ever had, and a successful year is expected.

News Notes From Johnston.

The annual educational rally of Johnston County was held at Moore's school-house, September 6th. A large crowd was in attendance. A few songs were sung, and Rev. Mr. Kilpatrick introduced the county superintendent, who in a few words explained some new features of the school law.

Then Professor Collier Cobb was introduced and made the speech of the day on education. Professor Cobb delivered his speech in his own inimitable style, and, as is usual, was very pleasing to the crowd assembled. The people of this section are falling more and more into the ranks of progress. This is especially evinced by their growing interest in schools and churches. The dinner served here by the good people was also a feast of good things, and there was an abundance and to spare for the great crowd assembled.

Some Educational Notes From Macon County.

The public schools of Macon County for the most part opened the first Monday of August and the reports so far received show that the enrollment and average daily attendance is better than any previous year. There is widespread interest throughout the county in the public schools which is the result of an increase in the efficiency of the teaching force due in a large measure to the instruction and enthusiasm brought about by means of institutes and summer schools which have been held in the county every year for the past four years. The most interesting as well as the most profitable and most largely attended having been conducted this year by Mr. Charles L. Coon, of Wilson, aided by Mrs. Fennell, of Wilmington, and Miss Wood, of Elizabeth City.

The plans for the teachers' meetings for the winter have been completed and the first county teachers' meeting was held Saturday, August 30th, at which a large percentage of the teachers of the county were present, many having to walk the great part of the distance. Some idea of the enthusiasm and earnestness of purpose may be gathered from the fact that one of the first grade teachers of the county last year, a young lady of unusual ability, walked more than nine miles to attend one of these teachers' meetings.

"Character Lessons" Free to Teachers on Request.

Of interest to the teachers of North Carolina is the announcement that a copy of White's "Character Lessons" will be sent free on request to every teacher, the gift coming from the Character Development League (29 E. Twenty-second Street, New York), an organization of prominent educators, the object of which is to devise the best means of training children of the public schools in the principles of morality, and assisting them to the formation of right character, and for enlisting the interest and co-operation of public-spirited individuals in every locality and bringing about the adoption of such teaching in the local public schools.

This book, which has been highly recommended by the Committee on Moral Instruction of the N. E. A., contains a most inspiring and helpful discussion of the various moral traits, with a splendid collection of deeds of moral heroism, memory gems and exercises for practice. It will be found of invaluable aid in solving the problem of ethical training in the public school.

The supreme aim of education should be the formation of character; for without moral integrity intellectual culture is of doubtful value. It is of vital importance to instill in every child the principles and practice of honor, justice, truthfulness, purity, kindness, and usefulness. The necessity for this is all the more urgent, in view of the weakening of religious and home influences.

County Superintendents Meet.

Superintendent Joyner returned to Raleigh, September 13, from attending the meeting of the Western District Association of County Superintendents. He reported that sixteen of the eighteen county superintendents of the district were in attendance, and the two absent were providentially detained.

The meeting was very interesting and a profitably one. At the round table conference special attention was given to the compulsory attendance and the six months' school laws, together with other new legislation. Improved plans for the year's work were discussed and plans were formed for pushing the educational work in every county in the district along all lines. The county superintendents were enthusiastic over the outlook and their reports were encouraging. The schools have opened in these western districts and the superintendents reported largely increased attendance in every county. They estimate an increase from 25 per cent to 30 per cent in attendance this year.

Mr. Joyner reported that Andrews is a beautiful, growing, progressive

town with a splendid school, beautifully located in the very heart of the town on a high elevation overlooking the surrounding country. A bond issue has already been voted for the erection of a larger additional building for the accommodation of the increasing attendance. The citizens of Andrews entertained the superintendents most hospitably and everybody enjoyed the meeting very much.

Superintendent Judd to Columbia.

Superintendent Zebulon Judd, of the Wake County schools, has left for Columbia University to begin his studies. Mr. Judd holds a research scholarship in education and will pursue courses bearing on rural problems. Mr. Judd will remain superintendent of the Wake County schools and keep in close touch with the work there. He will return to the county every month for the teachers' meetings and the meetings of the County Board of Education, and he will direct the educational policies of the county as heretofore.

As has been customary for the past four years, the assistant superintendent, Miss Edith Royster, will be acting superintendent in Mr. Judd's absence.

To prevent the heavy work of the office from being handicapped and the cause of public education in Wake suffering by his absence, Mr. Judd has employed at his own expense Mr. J. M. Broughton, Jr., to assist in the work. Mr. Broughton will give his entire time to work in the County Department of Education, and will assist on both the administrative and the professional phases of the work.

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**Farmers Demand That School Train
for Farm Life.**

Following is the report of the Committee on Education, unanimously adopted by the recent session of the North Carolina Farmers' State Convention:

We, your Committee on Rural Education, beg to submit the following report:

(1) The State Farmers' Union having won its campaign for a six months' school term and compulsory attendance, we believe the next great forward work in education is that of making our country schools train for farm life and work. To this end, we earnestly urge every farmer in North Carolina to see to it that his boys study the textbook on agriculture, and we believe that every farm girl should also study it.

(2) We urge that every school wherever possible introduce a domestic science course for girls.

(3) We demand that the text-books adopted for use in country schools shall be adapted to farm life and work instead of being saturated from cover to cover with the spirit of the city. We especially urge that never again shall our children be forced to study an arithmetic packed with problems on banking, insurance, English money, and latitude and longitude, but with no adequate training in farm life problems such as mixing fertilizers, calculating fertilizer values, compounding feeding rations, etc., etc.

(4) We ask that each county superintendent publish each year the number of pupils studying agriculture in each country school. We also ask that each county superintendent publish annually a comparative statement showing how the county stands as compared with two, five, or ten years before in local taxation, length of term, value-of-school property, enrollment, attendance, number of school libraries, etc., etc.

(5) We insist that our State Normal and Industrial College and other schools for training teachers shall give more attention to agriculture and domestic science, and that every pupil receiving free tuition as a prospective teacher shall be required to take these courses.

(6) Our high schools should aim primarily at training for life rather than training for college. We denounce the ancient policy of having the colleges and universities dictate the course in our high schools so that these are made to fit and serve the 5 per cent who go to college instead of the 95 per cent who do not.

(7) We congratulate the A. & M. College upon establishing a Department of Agricultural Economics and Marketing, and the University upon establishing a Department of Rural Education, subjects which we believe have heretofore been seriously neglected.

(8) We earnestly urge that our farmers shall work to bring about keener interest in industrial education on the part of our religious denominations. Many of them are doing much for industrial education among negroes, but virtually nothing for helping our white boys and girls in this respect. Many of these denominations established colleges when classical education was the only sort

known, and have since made absolutely no progress in educational ideal.

(9) Finally, we insist that the Legislature shall see to it that some permanent plan for insuring a six months' school term is adopted as well as merely written in the Constitution, and we urge our farmers to assist in the enforcement of the compulsory attendance law.

(10) That copies of these resolutions be sent to the State Superintendent of Public Instruction and to the trustees of the various State educational institutions.

A. J. MARTIN,
W. C. C. CROSBY,
J. H. HENLEY,
CLARENCE POE,
Committee.

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Wake County Educational Conference at Wendell.

In a very enthusiastic meeting in which a strong note of progress was sounded, the Wake County Educational Conference was held at Wendell September 6. A large crowd was present and enjoyed the speeches and the barbecue which had been provided by the people of that hospitable community.

A feature of the conference was the series of reports, conducted by Miss Edith Royster, of the work of the Wake County Betterment Associations. The women workers, many of them young girls from different districts of the county, addressed the conferences and told enthusiastically of the betterment work in their several communities.

Superintendent Judd made an inspiring report of the progress of education in Wake County during the eight years in which he has been the county superintendent. The most interesting part of this was the report of the work of the school farms, showing that last year fourteen farms were tended, netting in all for school purposes over \$800.00. During the five years the school farms have been run in the county, nearly \$5,000 has been raised from them and an aggregate number of 5,000 people have worked on them.

Wakelon High School was chosen as the meeting place for next year's conference. Resolutions calling for an organization meeting of Wake County committeemen to be held in Raleigh were adopted. These resolutions, introduced by Mr. B. F. Montague, met an enthusiastic response.

Prizes offered by the Twentieth Century Club of Raleigh to the two schools making the best showing for the year were awarded to Fairview school, of Swift Creek Township, and Sunrise school, of New Light. Four representatives from the latter school traveled over forty miles in an automobile to be present at this meeting.

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VOL. VIII. NO. 3.

RALEIGH, N. C., NOVEMBER, 1913.

Price: \$1 a Year.

The Responsiveness of Children

I love the blue sky, trees, flowers, mountains, green meadows, sunny brooks, the ocean when its waves softly ripple along the sandy beach, or when pounding the rocky cliff with its thunder and roar, the birds of the field, waterfalls, the rainbow, the dawn, the noonday and the evening sunset, but children above them all. Trees, plants, flowers, they are always educators in the right direction; they always make us happier and better, and, if well grown, they speak of loving care and respond to it as far as is in their power; but in all this world there is nothing so appreciative as children,—these sensitive, growing creatures of sunshine, smiles, and tears.—Luther Burbank.

NOVEMBER, 1913

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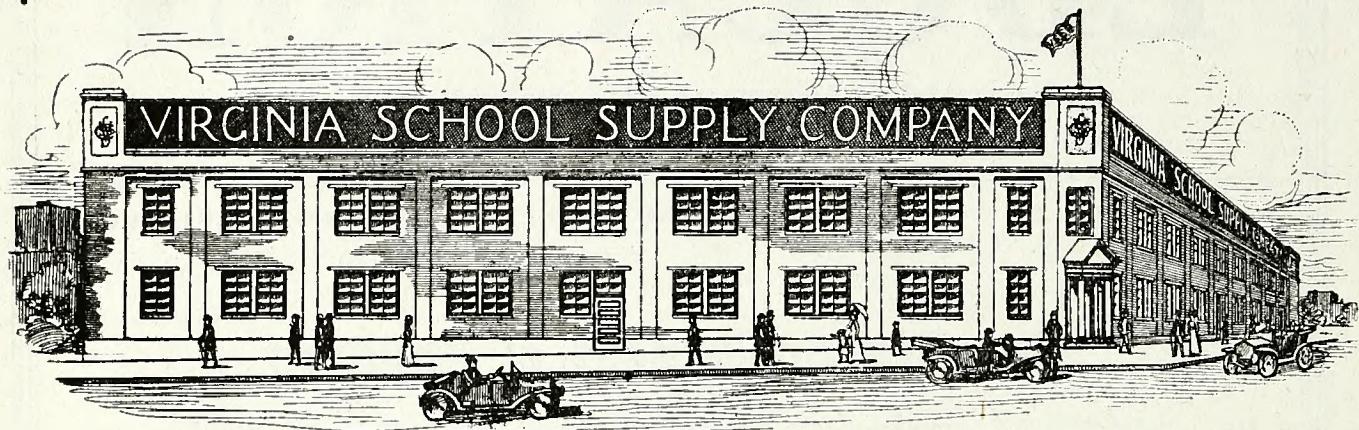
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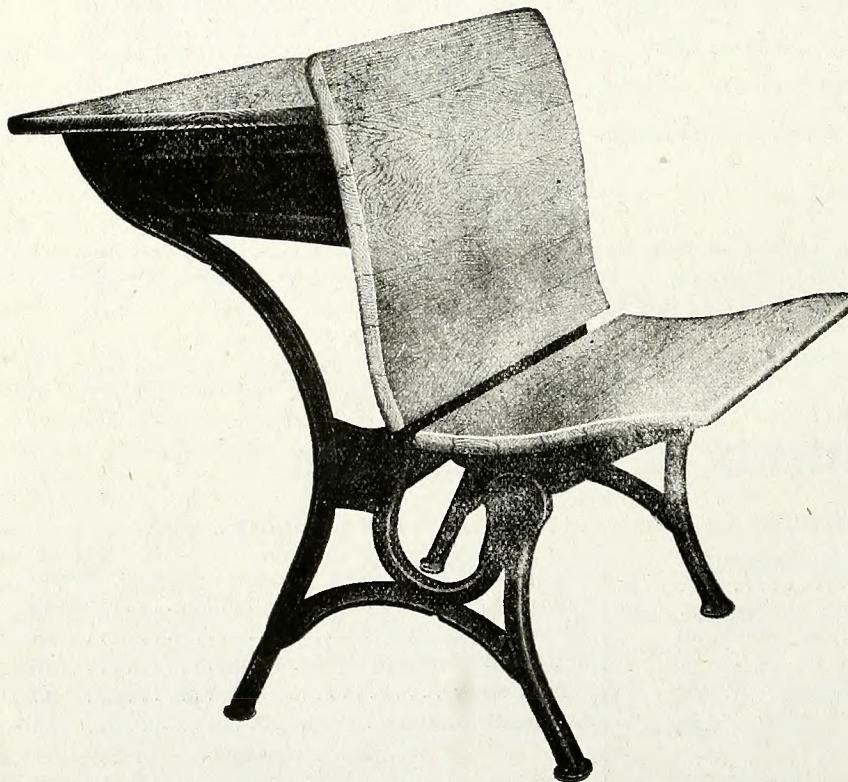
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Vol. VIII. No. 3.

RALEIGH, N. C., NOVEMBER, 1913.

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THE TEACHERS' ASSEMBLY TO MEET IN RALEIGH, NOVEMBER 26-29

A matter of absorbing interest to educational workers of the State just now is the coming convention of the North Carolina Teachers' Assembly at Raleigh, November, 26-29. The program for the Assembly has been very nearly completed and it promises to be one of the most vitally practical and, at the same time, highly inspirational programs which has ever been prepared for the Assembly. It is the desire of the officers of the Assembly that every teacher in the State and every one interested in education who can possibly do so come to Raleigh Thanksgiving week, there to sit at the feet of the master educators who will speak to the Assembly, and, in hearing their addresses, gain inspiration which will carry them through the year, and practical instruction which will send them back to their work with a new vision of service and a new capability of achieving that vision.

Special emphasis this year in the program of the Assembly is being placed upon the problems of rural life, the co-operative building up and improving of the country, the correlation of the educational forces with the life of the agricultural communities, and the vitalizing and vocationalizing of the country schools so that they will more adequately fit the country youth for intelligent and progressive life on the farm, and will thus become factors in the building up of that scientific and successful rural citizenship which is to be the basis of North Carolina's future prosperity as a State.

Two of the South's most successful educators and greatest authorities on rural education and rural life improvement have been secured to address the Assembly: President J. D. Eggleston, of the Virginia Polytechnic Institute, and former Superintendent of Public Instruction of Virginia; and President E. C. Branson, of the Georgia State Normal School at Athens; both of whom will address the evening general sessions of the Assembly held in the Raleigh Auditorium. These men know the conditions and needs of the South and, from their successful experiences as practical educators and investigators, they will bear messages of living worth to teachers of North Carolina.

President Eggleston and President Branson are old North Carolinians, both having for years been teachers and superintendents in this State, and, after having achieved success and reputation in sister States, they are glad to return and be of service to that State which gave them their first opportunities and which was the mother of the ambitions of their young manhood. President Eggleston will give an address on the improvement of rural life through correlation with the work of the schools. President Branson, who has spent much time recently in organizing "Know-Your-Own-State-and-County Clubs" in the two Carolinas and Georgia, will tell of his work in this line and of the striking success of the idea.

Of especial interest to the city teachers will be the address of Dr. William Heard Kilpatrick, professor

of the history of education in the Teachers' College, Columbia University, a recognized authority on educational practice. He will give a discussion of the Montessori method, Thursday evening. In addition, he will meet with the departmental sessions of both the Association of Grammar Grade Teachers and the Association of City Superintendents, addressing the former Thursday morning on Dewey's Doctrine of Interest and the latter in the afternoon on the subject of formal discipline.

Several well-known authorities have been secured for the different departmental meetings. Miss Ella V. Dobbs, of the University of Missouri, who is a specialist on hand work and manual training, will meet with and address the Primary Association and the Association of Grammar Grade Teachers, and aid the min their discussions. Richard T. Wyche, President of the National Story-Tellers' League and editor of the Story-Tellers' Magazine, will be present to give one of his entertaining and inspiring addresses on the art of story-telling. President Branson and President Eggleston will both address the departmental sessions of the Association of County Superintendents. Prof. Charles Lee Raper, head of the Department of Economics in the University of North Carolina, will address the Association of High School Teachers and Principals on the subject, "Taxation and the High Schools," and Prof. Thomas R. Harrison, of the A. & M. College, will address the same association on "The Essentials of English in the Public Schools." The Association of Academies and Colleges has an excellent program prepared, with addresses by the leading college presidents and educators of the State.

In addition to those mentioned, other distinguished men will address the Assembly. On the opening night, Governor Craig will speak to the general session and to the public, which will be invited to attend all the general sessions. An address of welcome will be made by Josiah Bailey, to which response will be made by State Superintendent J. Y. Joyner. On Thursday evening, the annual president's address will be delivered by A. C. Reynolds, president of the Cullowhee Institute, who is this year president of the Teachers' Assembly. The annual Thanksgiving sermon will be preached Thursday at noon in the Auditorium by the Rev. Neal L. Anderson, pastor of the First Presbyterian Church of Winston-Salem. Special music has been arranged for this service.

One of the most interesting exercises of the program will be the presentation of a handsome marble bust of the late Calvin H. Wiley to the State by the Teachers' Assembly. The address of presentation will be made by Acting President E. K. Graham, of the State University, Friday evening.

Within the next few days the entire program with full instructions will be printed and sent out to all the teachers whose names are available. Those desiring programs address E. E. Sams, Secretary, Department of Education, Raleigh, N. C.

LUTHER BURBANK, MAGICIAN IN THE WORLD OF PLANTS

By E. C. Brooks.

Few people believed until within recent years that a man could achieve much distinction in working with plants. Most people know of the work of Edison and some of the marvelous things he has done with electricity, but there is a genius living to-day in California who has done as wonderful things with the plants as Edison has done with electricity. This is Luther Burbank, who is known all over the world as the most wonderful developer of plants.

He was born in Lancaster, Massachusetts, March 7, 1849. His parents were so poor that Luther was unable to attend any but the public school, and even then he had to find work at odd hours that would bring some income to the family. He cared little, however, for the factory and machinery, and as soon as he could conveniently do so he left the factory and began in a small way to raise vegetables for the market. While in his potato patch one day he noticed on the top of each plant a seed ball which interested him. Some were very good while others were poor. Selecting the best of these he planted them, and from this selection came the famous "Burbank" variety of potato. It is said that this one variety has been worth many millions of dollars to the world. But while working in his garden one day he received a partial sun-stroke and his health became so impaired that he was forced to give up his garden and go West where he could find a climate in which he could work out-of-doors the greater part of the year.

Goes West on Account of His Health.

He sold his improved potato seed for \$150, and taking a pocket full of his new potatoes started West. He made his home in California, about fifty miles north of San Francisco. But it was difficult to secure work, and his money was gone. At one time it is said he was employed to clean out poultry houses on a ranch, and that more than once he had to sleep in them. He was forced to work very hard, being exposed to all kinds of weather, and frequently without sufficient food. His weak constitution was unable to stand such a severe life, and he contracted a fever which came near ending his life. A kind lady in the neighborhood gave him help and encouragement, and he slowly recovered. When his strength came back to him, he secured employment in a small nursery. His love for plants and his genius for cultivating them soon made him a valuable man to the nursery man and to the community. But as soon as he could save up enough money he acquired a small plot of ground and started a nursery of his own. This place has since become famous over the whole civilized world as "Santa Rosa, the Home of Burbank." It is said that the first order received by Burbank was for 20,000 young prune trees. He accepted the order, but he did not have trees old enough to bear prunes, and it required three years to grow the prune trees. But what he did then started the world along a new route. The almond is very closely related to the prune, and he decided to make the almond tree bear prunes, since it could be planted at once. Therefore he planted a large quantity of almond seed, inserted the prune buds in the almond plants, and in nine months was ready to fill the order. This act not only brought him money but considerable

fame, and within a short time he left the nursery business and became a plant breeder.

He Becomes Famous.

For many years his great talent has been devoted to the improvement of a considerable number of trees, flowers, vines, shrubs, vegetables, fruits, and nuts. This improvement is brought about in three ways: (1) by improving the old plant; (2) by combining the good qualities of wild plants with those of their cultivated relatives; and (3) by originating entirely new varieties of plants. In carrying out this work he first takes the pollen from one plant and puts it on the stigma of another plant of the same kind; then he gathers and plants the seed which ripens from the flower he has thus pollinated. As the new plants grow, he selects for preparation those which show the qualities he desires.

He works with thousands of plants, and has many people employed assisting him. So successful has he become that the feeble lad who once did menial service and slept with the chicken, is one of the most famous men in the world to-day. Wealth has come to him as well as fame, and his work is studied by learned men the world over. He knows the habits of the plants as the mechanic knows the movement of his machinery, as the sailor knows the motion of the waves and the wind, and as you or I know the peculiarities of our neighbors. This is the knowledge that has made him one of the world's most famous men.

Burbank's Wonderful Work.

A constant improvement upon nature has been Mr. Burbank's life-work. Some of the most wonderful results which he has obtained by scientific breeding and crossing of plants are: a Wickson plum as large as a turkey's egg; the plum-cot, which combines the taste and appearance of the plum with those of the apricot; the "shasta daisy," which has several rows of petals and produces flowers four inches across; a calla lily three feet in circumference and another one only an inch in diameter; black roses, and an amaryllis as big as a football. In addition, Mr. Burbank has made very many practical improvements on the potato, the plum, the walnut, chestnut, and many kinds of flowers. He has also "invented" several new kinds of berries, by ingeniously crossing a number of varieties from all over the world.

On Mr. Burbank's estate in California as many as 80,000 lilies are in full bloom at the same time. "No horticulturist ever worked on so vast a scale nor in so scientific a manner as Mr. Burbank." He is still busily engaged in producing new fruits, flowers and vegetables to nourish the bodies and please the senses of all humanity. The Burbank potato has qualities which have already added millions of dollars to the value of the crop without increase of labor.

Notwithstanding the troubled conditions in Mexico, one hundred and sixty-seven new Government schools for the native population have been organized in the various States, according to a statement on Latin-American republics in the annual report of the Commissioner of Education.

TRAINING CITY BOYS IN PRACTICAL AGRICULTURE

By W. J. Peele, of the Raleigh Bar.

Cities, large cities especially, are much overcrowded with boys—perhaps with girls, too,—who ought to learn something of farming as part of their education and have, as well, some practical experience in the country and with country people. The school which Dame Nature keeps is the best of all schools; and one of the saddest reflections which we, who have enjoyed country life, feel is that countless myriads of our young people are growing up in the cities without ever having had a month of tutelage on the farm or in a farm school. This is almost as true of the rich and prosperous as of those under pressure of dire poverty.

There are many young people at school in the cities, in the great cities especially, who can organize themselves into clubs, classes, or associations, and buy or rent small or large tracts of land (which they may own collectively or divide ultimately among them as may suit their tastes) and send out, under proper guardianship and instruction, a certain proportion of their membership every month or two to take a few weeks' course in practical agriculture as a part of the curriculum of their regular school work. Suppose, for example, a class or association of a hundred boys in a given city is organized for the study of practical agriculture in the country; during the month of January and February, 15 or 20 per cent of them, under proper direction, could be taken to their farm to study the preparation of land and the growth of winter crops. In March they could return to their schools and occupations in the city and as many more could go out for the months of March and April; thus a certain per cent of the association could be kept in the country all the time. In that way some would be actually always on the ground studying the growth and progress of the crops at every stage from planting to, and including, harvesting. Those on the ground would also keep the others posted and interested. The boys who went early the first year, would go later the next, and so on until each had gained the experience of a full year of actual practical farm life and work. Of course his studies need not wholly cease for even the period he is in the country. If preferred a teacher could be sent along with the instructor in practical agriculture. If necessary and desirable, the members of the association could work and study together with country boys. In that way the tenderness of the "tenderfoot" would be soon worn away, and there is always something entertaining in the country to the city boy. When I was young, during the War Between the States, some of them "refugeed" on my father's plantation and I watched their interest in country life grow. They soon got in touch with the woods and fields, the rivers and creeks, and became, perhaps, the best hunters and most successful fishermen amongst us. I thought it was almost a pity that they went back to the city again—and perhaps I was right. But it was a long time before they lost their interest in the country and their sympathy or friendship for the country boys—if indeed they have ever lost either. The country boy has the advantage of his city brother in health, hardiness, and individuality; but the latter is far and away ahead of him in business methods and aptitude for co-operation. The one single need in the

country which is beyond any other need is co-operation—such co-operation in each neighborhood as will enable it to own and use collectively multiple plows and sowers and reapers. The country under city direction would speedily have the best machinery and appliances in every neighborhood.

In this practical age the by-product is never forgotten; and while every member of the association would soon find his sympathies expanded, his bodily vigor increased and his touch with nature made closer, he would also come to regard himself as a bread producer, as one who made two blades of grass grow luxuriantly for every one that sprouted scantily upon the hillside; the little co-operative farm, used as a plant for the agricultural education of the association of city boys, would be often cultivated to the highest pitch that wealth, intelligence, co-operation, and ingenuity could bring about, and would actually increase the productions of the country, not only for what grew thereon, but by the object lessons which might be furnished to the country people in a thousand neighborhoods—wherever one of these little or large co-operative city school farms might be located.

In these days of food adulteration I do not like to eat bread of which I do not know the history; every member of a city boys' country club could know the history of all the staple products his family consumed;—and if anyone wants to get the full benefit of the best nature can do for him, he should locate his farm in North Carolina within fifty miles of the capital of the State.

If this plan could be extensively inaugurated and effectually carried out, the love of country would gradually penetrate the very heart of the great city. The strength, gravity, and dignity which nature gives to all who contend with her and study her at first hand would tend to dissipate the fever of artificial life generated in the great cities.

It was an English painter, I believe, who said some years ago that the statesmen of the time of Blaine and Garfield had lost the poise of the earlier statesmen—they had dissatisfaction and unrest in their faces as compared with Washington and Jefferson. Let it be remembered that Washington and Jefferson were products of the country.

Virgil wrote his Georgics and Bucolics to fill the Roman people with love of country life, but he came too late to save them—the fever of artificial life had already entered the blood of the nation: the country people flocked to Rome in a mad rush for the ephemeral pleasures of the city. The satirist, Juvenal, found one man, and only one, moving from Rome to the country. The reasons which this man gave for his move are interesting at this day—but this would furnish a subject for another study.

Perhaps one man of genius in the city, especially if he could find his counterpart in the country, and they two act together, could start the city boys into an emigration whose ebb tide would fertilize the waste places in the country and whose flood would some day vitalize the heart of the city.

There is a great movement begun in the last thirty years (primarily through agricultural colleges and later through agricultural text-books and farm schools), for keeping country boys at home—keep-

(Continued on page 7.)

A SUGGESTED COURSE OF STUDY IN GEOGRAPHY

By John E. Smith, University of North Carolina, Chapel Hill.

FIRST GRADES.

Use charts or large pictures to illustrate points of the lesson and ask questions to develop them. Use also the story method of presentation and have a pile of sand in the yard or a sand table in the room. On the blackboard the teacher may draw a map (straight lines only) of the school-room or yard and nearby roads. Each day assign something to be learned by observation—color of sky, cloud, soil, bird, animal, flower, etc.

The Earth.—In nature and from pictures, name and recognize sunshine, rain, wind (use and injurious effects), clouds, fog, mist, ice, dew, and frost. Observe positions of sun in the sky (high or low), its form, apparent size and color, also sunrise and sunset. Learn the lessons in their order. Which are cold, warm, wet, dry? Name and recognize creek, river, hill, sand, rock, soil, mud, dust. Study size, position, direction, and distance of objects.

Plants.—Name and recognize the common wild and cultivated forms: golden-rod, aster, geranium, burdock, violet, rose, etc. Which are useful? Injurious? Make a list of flowers, giving name, date of appearance, and name of pupil who first saw it. Note season of growth, fruiting, etc. Name and recognize oak, maple, pine, etc., also walnut, persimmon, apple and other common wild and cultivated fruits and nuts and study the uses of these trees to man. Urge caution against the dangers of forest fires. Observe the distribution of seeds by wind, water, man, etc. Name and recognize the common garden vegetables of your vicinity—also corn, wheat, cotton, tobacco, rice, etc., as field products. Consider their cultivation and uses to man. Which plants grow in water? On land?

Animals.—Learn to know and to name the common wild and domestic animals such as the dog, cat, horse, cow, rabbit, squirrel, etc. Study their homes, food, and uses to man. Study the common wild birds and domestic fowls; learn to know the robin, jay, chicken, duck and others. Note size, color, food, movements, etc., of the useful ones. Observe the useful busy bee and the idle unclean fly. Teach that kind treatment to animals yields better returns from them. Which of the above live in water, in the air, on land?

Man.—Common articles of food and clothing. Learn to know dwellings and other buildings used by man—church, school, store, post-office; also village, town, and city if near. Talk about means of transportation: path, road, railway, animal, wagon, automobile, train, boat, etc.

Question about home life and work of members of the family, about needs supplied at home and those requiring purchase. Think of the simple life of the Indian, his home, supply of fuel, water, light, food and method of cooking and compare with the negro. Study child life in other countries—games, dress, schools, occupations, etc.

FOURTH GRADE.

This is based on the State text, Dodge's Primary Geography, and on a school year of twenty-four weeks.

(1) **Home Geography.** (Text to page 52; six weeks.)

Use the book as a reader and see that all words are clearly understood. Use freely the pictures of the text and others asking several questions about each to bring out the points illustrated. Make field trips in the vicinity of school to find valley, plain, cliff, river, lake, delta, and other features described in the book and observe in the field the things said of each in the text. Study home conditions and life among people in a few leading occupations of your vicinity. Definitions should be discussed and used until they are firmly fixed in the mind of the pupils.

Take class to a stone quarry to observe the things shown and described on page 33. Teach that decayed rocks supply most of the material for making the soil. Learn how the rock is taken out and what is done with it. Measure the extent of the quarry, thickness of the layers, size of rocks, etc. Pupils write their observations as a story of the trip.

For first work with maps in text, question pupils carefully until they understand thoroughly the meaning of all lines, colors, etc., on the map before proceeding with the lesson. Measure distances on the map from one city to others, length of rivers, etc. (with string), using scale of miles and length of North Carolina as a unit of 500 miles. Use Dodge's Geographical Note, Book 1 (Atkinson, Mentzer & Co., Publishers, Chicago; 15 cents).

(2) **Commercial and Industrial Geography.** (Pages 47 and 48, 53 to 66; four weeks.) Make a list and collection of home products and manufactures. Help pupil work out the story of a bale of cotton from planting to mill and consumer. In the same way study corn, lumber, etc. Study travel and traffic—rivers, lakes, canals, railroads, ocean lines, caravans, freight, express, passenger, etc. Make imaginary trips to Washington or Baltimore via Norfolk, to Savannah via Beaufort or Wilmington, etc. Study speed and kinds of train and boats, materials of cargoes, starting points and destinations of each. Spend much time in the careful study of text illustrations; make a collection of post-cards showing occupations and industries. Follow the route of an imaginary or real letter to a friend or firm in a distant city.

Study commercial map (page 60). Note where routes are most numerous, also their terminals. Compare with location of telegraph lines and ocean cables (page 62). Learn (pages 63, 66, 67) the principal centers of manufacture, stock raising, and agriculture and compare with the above. As each route is considered turn to the corresponding pictures or maps and study harbors, wharfs, etc., shown as follows: Pages 56, 57, 58, 61, 65, 88, 91, 95, 139, 141, 162, 163, 179, 181, 192; also 102, 106, 108, 110, 209, and 124-6. Explain domestic, shipment, receipt, foreign, export, import; illustrate with common examples of each.

(3) **Climate.** (Pages 66 to 71; one week.)

Review pages 36 to 40. Continue observations outlined on page 218, use questions and exercises on 219, and references on 226. Compare rainfall, Christmas weather, and winter sports of your locality with the same in Chicago, Ill.; Portland, Oregon; Los Angeles, California; Galveston, and Tampa.

(4) **North America and United States.** (Pages 72 to 85; two weeks.)

Dwell on position (page 60), size, and shape of large land masses. Use printed outline maps of

North America, or have pupil trace them from pages 73 or 74 by using tissue paper and transferring it. On this map with colored pencils draw the areas of the countries in different shades. Write names and mark locations of cities, rivers, and lakes shown on the map. Teach that directions on a map are along parallels and meridians. For United States use printed blank maps, weather maps cut from daily newspapers, or traced from text. Write names of States, rivers, and cities in their places, coloring the States. Later an industrial map may be made by writing the names of the chief products and industries in their respective locations (or by pasting on names cut from newspapers) as each group of States is studied. Keep in mind throughout the year that geographical causes (structure, soils, climate, etc.) produce geographical effects (natural products, industries, commerce, and people); illustrate by comparing the eastern and western parts of North Carolina. Refer frequently to pages 73 and 81, and to wall maps. Make models of each with sand.

(5) Southern States. (Pages 89 to 105; five weeks.)

Make a list of articles from these States commonly used about your home and tell the story of each. Make an intensive study of the text, maps, and pictures. Use blank maps and colored pencils. Have pupils write for free booklets and folders to the following and to others places: Southern Pacific Railway, New Orleans; Southern Railway, Washington; Atlantic Coast Line, Jacksonville; Board of Trade, Birmingham, Memphis, Atlanta; Commercial Club, Houston, Tex., Tampa, Fla., Guthrie, Okla.; Chamber of Commerce, Galveston, New Orleans, Mobile, Savannah. Class exchange post-cards with pupils in other cities.

Spend much time with the illustrations in this literature, learning from them the occupations, home conditions, and life of the people in the cities, on the farms, etc.; also the products: mineral, fruit, sugar, vegetable, dairy, etc. As far as possible have typical specimens of raw and manufactured materials at hand while each is being studied. Use the booklets also as supplementary readers.

(6) Northern and Western States. (Pages 107 to 125; two weeks.)

Make a list of things from these States used in your vicinity. Continue to use text first as a reader. Send to the following and other addresses for free pamphlets, etc.: Chicago, Milwaukee and St. Paul Railway, Chicago; Commercial Club, Des Moines, Omaha, Denver, Portland.

(7) United States Dependencies. (Pages 125 to 140; one week.)

Find each on maps: Pages 126-7 and 60; 136-7 and 74. Measure distances from United States. Which are reached by vessels, cables? Contrast life of plants, animals, and people with that at home.

(8) General Review. (Three weeks.)

Learn to recognize your home State, country, and continent from its shape or position.

THE RONDA PUBLIC HIGH SCHOOL PROGRAM.

By J. H. Workman.

I am submitting to you an outline of the course of study used in the Ronda Public High School worked out by myself during August this year. I had no hand-book to guide me, but worked it out on the basis of practicability and effectiveness. Those who

do not intend to enter college are excused from Latin if they prefer. Each student has four recitations daily five times a week, making five recitations with Latin, though it is optional. No student is allowed to take less than four or more than five. Science is compulsory.

We have used this course of study for one month and a half and it has worked very successfully.

Here is the course of study for Ronda Public High School for the year 1913-1914:

English.

First Year.—Buehler's Modern English Grammar (fall). Hanson's Two-Years' Course in English Composition (spring). Literary: Snowbound; Courtship of Miles Standish; Selections from Sketch Book; Deserted Village.

Second Year.—Hanson's Two-Years' Course in English Composition; Vision of Sir Launfal; Sohrab and Rustum; Rime of the Ancient Mariner. Other selections from college entrance requirements.

Mathematics.

First Year.—Milne's Progressive Arithmetic completed (fall); Wentworth's New School Algebra (spring).

Second Year.—Wentworth's New School Algebra completed.

Latin.

First Year.—Cellar and Daniell's First Year Latin.

Second Year.—Four Books Caesar's Gallic War.

History.

First Year.—Montgomery's Leading Facts of English History.

Second Year.—Myer's General History.

Science.

First Year.—Culler's Physiology, Book 3. Special attention to the laws of health and sanitation.

Second Year.—Advanced Course in Agriculture with field work.

TRAINING CITY BOYS IN PRACTICAL AGRICULTURE.

(Continued from page 5.)

ing them entertained and instructed in their work by increasing the facilities for enjoying country life; but the country needs the city—needs its best element to educate and be educated by it.

Such ultimate harmony between the rural and urban populations is foretold in prophecy, that the Revelator saw, as their final habitation, a garden city. The isolation of country life was too much for Adam, and especially too much for his fair consort, for she fell an easy prey to curiosity and love of novelty. But in the city of God she will have ample contact with nature and at the same time preserve protecting association with her kind.

Comparisons based on a butter-scoring contest so aroused the citizens of Rome, S. C., that they have erected a dairy barn and milk room on the grounds of the local school, in order that the children may learn dairying as a regular part of their school work. Accommodations have been provided for five cows. Boys and girls of the seventh and eighth grades are studying the best methods of dairying under the direction of an extension worker from Clemson Agricultural College.

CULTURE--WHAT IS IT?

By Superintendent T. Wingate Andrews, Reidsville, N. C.

"Culture," as an aim in education, is frequently set over against the term "utility." In this connection it is thought of as a sort of refinement of personality and character, a mark of superior individual and social graces. This conception of culture is an outgrowth of Aristotle's conception of two kinds of education, one kind for the leisure and socially superior class and another kind for the working and socially inferior class. Under this conception, culture is the aim of education for the superior class, and utility, the aim for the inferior class. Knowledge for its own sake as an aim is set over against the aim of knowledge for its utilitarian value. Knowledge as a refinement, a luxury, is set over against skill in doing as a necessity for earning a living. Knowledge as leisure, freedom, is set over against the drudgery of work. This distinction between the free character of knowing and the subversive character of doing became basic in all after definitions and classifications of education.

Any conception of culture, which is based on the Aristotelian theory of education is obviously superficial and inadequate. Is there, then, no place for culture in a society which does not, in theory at least, admit of classes? Since all are to be considered workers, must education be reduced to mere "bread-and-butter" terms? Is culture possible or desirable in a democratic society? The answer to these questions involves a broader and more fundamental definition of culture than that suggested above. What, then, in culture? What is this democratic conception which places what has been regarded as the luxury of the favored few within the reach of common men?

What is Culture.

Culture is not a superficial thing. It is not a luxury. It is not a veneer, a mere ornament to be worn for show, like the peacock's feathers. It is not that mere ease and grace of manner which mark the individual of superior social advantages. It is not a mere knowledge of one's own language and social customs of the past.

Culture is a fundamental necessity. Its aim is conduct. Its condition is character. In a passive sense culture may be regarded as a result, a product of a certain kind of activity. At its best, in this sense, culture is the fruits and flowers of a well-tilled mind. In an active sense culture may be regarded as the power for a certain kind of activity. At its best, in this sense, culture is the power of the mind to produce fruits and flowers. In this inquiry the more active meaning will be taken as the true conception of culture.

Since culture is the power of the mind for a certain kind of activity, and since "a power is a power only with reference to the use to which it is put, the function it has to serve," it becomes pertinent to inquire into the nature of the use to which the power of culture is to be put. What is the function of culture? How is the power to be acquired by which this function is to operate? And, finally, what are the characteristics of the cultured mind?

The Function of Culture.

(1) What is the function of culture? The important and distinguishing thing about culture is its aim. The aim of culture has already been suggested

as conduct. This conception must now be modified to include social conduct. Matthew Arnold has perhaps covered this field in a more complete and final fashion than anyone else. His broadcast definition of culture is that of a social conception aiming at the improvement of society as a whole and requiring the subordination of individualistic traditions and aims. A more recent authority (Dewey) emphasizes the social aim of Arnold. His definition of culture is that of "the habit of mind which perceives and estimates all matters with reference to their bearing on social values and aims."

The aim of culture, then, is social, not individual and personal. Culture has been defined as the power of the mind to produce fruits and flowers. This definition must now be modified to mean fruits and flowers of social value. Culture is the power of the mind to socialize the individual in his outlook upon life. Its function is to shift the centre of gravity of the individual from "an absorption which is selfish to a service which is social."

It follows as a corollary that any pursuit may or may not be cultural, according as the social aim is present or absent. It follows, also, from this last proposition, that any pursuit that is cultural must rise in aim above the mere "bread-and-butter" plane or the purely egoistic and selfish plane. Every useful pursuit, whether primarily personal or primarily social in aim, has potential culture value. But no pursuit has more than this. No pursuit has inherent culture value in itself, apart from its aim. There is no culture value in "tracing the stars and searching the heavens for power," if this power is sought for purely selfish purposes. There is culture value in blacking a pair of boots, if one can see in the act an opportunity for social service. "He that saveth his life shall lose it," is the supreme expression of the cultured mind. Back of this supreme expression is the power of mind to shift the centre of gravity from the individual to the larger social group.

How Developed.

(2) How is this power to be developed and acquired? How can the individual grasp the social point of view? What can education do? "The only way to prepare for social life is to engage in social life." Knowledge which does not function in some sort of experience has no value of any kind. Knowledge which does not function in social experience has no cultural value. The aim of culture is social conduct. But mere information has no more power to influence conduct than coal in a bin to generate steam. Mental discipline has no more culture value than steam has utility value when not connected with some useful activity. Mere activity of any kind has no value. It has value only when it is vitally related to some useful aim. It has culture value only when it is vitally related to some useful social aim. The problem of education is not only to provide fuel for the generation of mental power, but also to provide such conditions that this fuel may somehow, through the fires of experience, be converted into energy which shall express itself in some useful social activity.

The Characteristics of the Cultured Mind.

(3) What are the characteristics of the cultured mind? The aim of culture has been defined as that

of social conduct. Its process has been defined as that of social activity. What is its character? In the consideration of this phase of culture, little more will be attempted than an enumeration of the three fundamental and indispensable characteristics of the truly cultured mind, a sort of minimum requirement, the *sine qua non* of cultured character. These three cardinal traits are:

- (a) The scientific attitude of mind.
- (b) Broad sympathy.
- (c) Strong moral purpose.

(a) By the scientific attitude of mind is meant the desire to know truth and the critical attitude in judging truth. The desire to know truth has its culture basis in the desire to understand the ultimate meaning of things with reference to their bearing upon social aims and social conduct. By the critical attitude in judging truth is meant the habit of scrutinizing facts, weighing evidence, and formulating proof, and a preference for that which is in harmony with facts, which contains evidence, and which is capable of some sort of logical proof. It is opposed to the careless attitude. It is likewise opposed to that attitude which allows personal prejudices and pre-conceived notions to enter into one's estimate of truth.

(b) But as justice needs to be tempered with mercy to meet the needs of human conditions, so cold intellectual knowledge must be tempered with the warmth of feeling if it is to be of the highest culture value. Knowledge may give light, but it cannot give warmth. It may discover the social order, but it cannot identify the individual with the social order. Breadth of sympathy, feeling, is necessary to identify the aims of the individual with the larger social aim.

(c) And yet, it is not enough that the individual know the truth and be kindly disposed toward it. Knowledge and sympathy alone cannot compass culture. Another element is needed for the complete socialization of the individual. There must be strength of moral purpose; will, to bring knowledge and sympathy into action. Without this, culture, whose aim is social conduct, is but "sounding brass or a tinkling cymbal"; and character, which is the condition of culture, is a vain and empty word.

In conclusion, the truly cultured man is he who has the power to know the social aim, to feel the social impulse, and to will the social service.

EDUCATION OUR SUPREME TASK

Our supreme task in North Carolina is still the education of all the people. In forcing the passage of the six months school term and compulsory education bills in the last Legislature, the educational and Farmers' Union leaders of the State made history that was worth more than the combined achievements of a half-dozen ordinary Legislatures and Governors; and this victory should now be followed up with a great campaign for making the country schools train for farm life and work. The State Farmers' Union, in fact, has already indicated its purpose in this respect, and we doubt not but that Superintendent J. Y. Joyner, whose great work in the other fight entitles him to lasting gratitude, will lend his energies to the new cause. We also believe N. W. Walker will set about remodeling the present mediaeval-like courses in our high schools,

and that J. I. Foust will hearken to the public demand that his institution, great in many respects, shall be made more purely and genuinely "normal" and "industrial" as its name implies. Moreover, the whole State is to be congratulated upon the fact that the acting President of the University, E. K. Graham, is heartening us all by bringing that ancient institution into more vital relations with the life of the State than it has been for a generation.

Here and there, too, are county superintendents—men like C. C. Wright, in Wilkes, and Zebulon Judd, in Wake (who originated the school farm idea), whose work is attracting attention beyond the State's borders; while educational work of the highest value is being done by the Boys' Corn Clubs now under the efficient direction of T. E. Browne and the Girls' Canning Clubs under the management of Mrs. McKimmon. Nor should we forget such men as Robert Bingham, the Horners, the Holts, John Graham, J. A. Campbell, R. L. Moore, W. T. Whitsett, and others, who have founded schools shaped by their personalities—just as the Appalachian Training School is B. B. Dougherty magnified and the East Carolina Teachers' Training School is "the lengthened shadow" of the venerable Governor Jarvis who was a full generation ahead of his people in his advocacy of better public schools.—The Progressive Farmer.

USE NORTH CAROLINA POEMS—A SPECIAL OFFER.

Taking "North Carolina Poems" at its value as a literary expression of North Carolina life and sentiment, it becomes indispensable in every progressive and patriotic North Carolina school. The price of the book (102 poems, 37 authors, 172 pages) bound in basket pattern cloth, stamped in gold, is \$1 postpaid; bound in good paper covers, 50 cents postpaid. For introductory class use a special price of 80 cents for cloth and 40 cents for paper covers will be made to teachers who send cash with order for as many as six or more copies before the first of December. This date is specified for the reason that if the demand for North Carolina Poems by the holiday trade is anything like as big as that of last year—and we look for it to be bigger—the edition is likely to be exhausted. Take advantage of the opportunity and special prices now and supply your classes before the first of December. Single copies should be ordered only at the prices of \$1.00 cloth and 50 cents paper. The special prices apply only to orders for six or more copies at one time. Order yours to-day.

Very respectfully,

W. F. MARSHALL, Publisher.
Raleigh, N. C.

A NEW CONCEPTION OF THE SCOTCH DIALECT.

Some years ago the college entrance requirements in English called for the "careful study" of four or five English classics, one of which was Carlyle's Essay on Burns. The applicants for admission to a certain Pennsylvania college were asked to make an estimate of the literary value of Burns' poetry. One aspirant for freshman standing concluded his little essay with the following remarkable sentence: "Burns would of been a far greater poet if he had not used so much slang."

WHAT CHILDREN SHOULD READ

By Guy Hudgens, in Ohio Educational Monthly.

What constitutes careful and judicious training [in reading]? Last year in Illinois eight thousand high school students expressed their real feeling about books they had had to read in College Entrance Requirements in English. "A Tale of Two Cities" took first place, followed in order by "The Last of the Mohicans," "Ivanhoe," "Hamlet," "Enoch Arden," "Silas Marner," "Macbeth," and "The Lady of the Lake." "The Ancient Mariner" and "The Deserted Village" tied for thirty-seventh place. Enthusiastic reception of two of the classic masterpieces, was it not? Not one received the unqualified and unanimous endorsement of the eight thousand students. Is this careful and judicious training? This is, of course, essentially a high school problem, but it extends to the home. The children are not getting what they want. No wonder that the girls, as soon as the lesson has been assigned in Emerson's Compensation, rush to their desks, extract the latest best seller by Laura de Gush, together with a box of chocolates, and begin to devour both surreptitiously and simultaneously. Those two boys bandits in Oklahoma, who recently committed two trains robberies and later confessed that trashy literature had incited them to the deeds, are the natural results of an inefficient system. Children are interested in life, it is their absorbing interest, and they think that this literature depicts life; in their innocence unable to detect the exaggeration and distortion in the picture. The "Percy Reginald de Montmorency" and "Slavok, the Ponderous Dane," of these books are the ideal heroes of the girl and the boys. Adolescence is pre-eminently a period of hero worship. Give it Galahads rather than Modreds. This is not a diatribe against the classic. The classic is the ultimate, of course. But the development is gradual. Lead the child up to it. None of the calm, but profound philosophy of an Aurelius, an Epictetus, or even an Emerson for a boy; time enough for that when he gets to be a man. And he will get to it, too, if his inclination has the right trend. Manhood and womanhood are time enough to read many a classic now in high-school curricula.

A list of books for the boy or girl in this period is impracticable in such a short discussion. The determining factor, however, in the selection is Youth's view-point. Let them know d'Artagnan, John Ridd, Charlotte, Elaine, the lily maid of Astolat; there is a goodly array of such heroes and heroines among the classics, and they will forget the Reginalds and Reginas of Laura de Gush.

It must be remembered, too, at this juncture that contemporaneous literature has its place. An age of three hundred years and an author of unpronounceable name does not constitute a classic. Kipling's Kim is the highest form of literary achievement; Allen's Choir Invisible is a prose lyric; Mark Twain's Tom Sawyer and Huckleberry Finn are masterpieces in the delineation of a true American type.

Besides classics, carefully selected with a view to the boy's or the girl's attitude toward life, and besides contemporary literature, there are newspapers and periodicals to be considered. Let children have both. It is an age of progress and we are rapidly

becoming cosmopolitan. Children are essentially modern. No dead past for them; to-day is the thing. World movements interest them, social problems, politics, religion. Newspapers and periodicals are fast becoming the text-books of the day. The same principles of selection applies, however. No paper nor periodical should be admitted to the home or school in the pages of which appear biased accounts of events, stories of improper moral standards, or distorted views of life.

It is clear then that no hard and fast rule can be set down for the selection of children's reading. The determining factor is, nevertheless, youth's inclination. The most important aspect of the questions is, also, not the inclination of youth in the generic, but in the individual. Every boy will follow his bent. If he wants scientific literature, give it to him—piles of it—or fiction or philosophy or whatever his trend may be. If it is not selected for him it is needless to say that he will make his own choice. Sometimes it will be fortunate; oftener, unfortunate. This individual inclination upon the part of the child must be depended upon to produce the desired interests, and, properly encouraged and fostered, it will.

Certain practical suggestions, now that the selection is rather inadequately disposed of, may not be inappropriate. Children should be given books whether they read them or not. Many are the instances of a book's lying unread for years finally to be taken up and read with avidity. A proper respect for books as things should be inculcated. By no means, however, should they be made a fetish. Attractive and uniform bindings, where practical, help to this end. Reading aloud to children is one of the surest and best methods of awakening a love for the best in literature. No classic suffers from being enunciated. Besides, the beauty of many passages is lost to children through their very immaturity. A proper understanding of a thing goes a long way toward a love for that thing. An instance in point: A family to whom the father once read Enoch Arden have since had an abiding interest in Tennyson, and that poem has for them a far deeper significance than it could possibly have had, had the children read it alone. Discussion of any work should be encouraged. Childhood loves to air its little views. These suggestions are palpably not original, but they will serve as reminders that we may have done those things that we should not have done and left undone those that we should have done.

In conclusion, when view after view has been aired, solution after solution offered and rejected, in effect, when the tumult and the shouting dies," the question will be found the personal equation, and if we give the child what he should have and wants finally he will come to want only what he should have.

Willie, new from the city, came into the farmhouse kitchen. He had just seen Uncle Rufus picking a chicken for dinner.

"Oh, Aunt Sue!" he cried as he entered. "You just ought to see what uncle is doing. He's out in the shed husking a hen!"—R. H.

School Room Methods and Devices.

SECURING GOOD SPELLING.

I have found the following plan very effective in securing good results in spelling. Whenever a child has had twenty perfect written lessons, I give him one of the Brown or Perry pictures, the one cent size. Landseer's are prime favorites with the little people. After earning one they work toward another with added zest. These pictures serve two purposes. They also enable the children to become familiar with the famous art studies. I feel amply repaid for the slight expense and trouble this method is to me. The parents, too, are interested, and often frame the pictures for the children.

A NEW GAME.

I have used this little device on Friday afternoons for a considerable time, and find that the children never tire of it. After reviewing the new words taught during the week, write sentences, such as the following, on the blackboard, one at a time, leaving out several letters of the words; e. g.,

H-l-n c-n r-d i- th-s b-k
Or
H-v- y-u a d-g, F-d?

If the pupils can read such stories rapidly, one may be sure that they are thoroughly familiar with all the words. The child who gets most of the sentences correct wins the game.

A SUGGESTION IN DRAWING.

In a drawing course for primary grades, our supervisor had given directions for a study in snow-crystals by means of cutting designs from folded circles of white tissue paper to be mounted on dark blue background. Following out the idea in a somewhat different way, I purchased blue paper $3\frac{1}{2}$ by $3\frac{1}{2}$, and printed the circle designs (cut from common paper instead of tissue) by contact, in sunlight, with the sensitized blue-print. The novelty of this scheme created an unusual amount of interest with the children, and resulted in a large number of pleasing designs. The idea proved so satisfactory that the work received much commendation at a public exhibition given later in the year.

HINTS FOR PRIMARY GEOGRAPHY.

Every day I talk with the children for ten minutes about local geography.

Once in two weeks I take them (imaginary) to some distant place, to stay over night and visit the school, etc.

For Japan, I had several interesting pictures of the Japanese children at home, school, on the street, etc. These I placed on the east side of the room.

I procured several interesting things, illustrating Japanese life. These may be borrowed from a neighbor, such as Japanese pictures, post-cards, paper lanterns, parasol, wooden and cloth shoes, coins, stamps, dishes, etc.

For the geography and language lesson, I have them write and tell different parts of the journey.

I find my children very much interested, and it aids them in remembering the directions.

SEAT WORK IN ARITHMETIC.

I sometimes have the children of the first grade make arithmetic problems for each other. When the children take seats after their arithmetic recitation, I tell them, for instance, to write out with words twenty examples of adding or subtracting, leaving alternate blank lines. The examples look something like this:

Eighteen and two are how many?

Fourteen, take away eleven, are how many?

Between other recitations I look over their questions, and if they are correct I let the children exchange papers. The answers, which are then written upon the blank lines, may be either words or figures. There is keen competition to see who will have the neatest paper and who will get "100." This device teaches language form, spelling, careful writing, and helps the child to master number relations.

HONOR BOOK.

For several years I used an Honor Book in connection with my English work, and found it very successful, nad I am sure the idea could be used with others as well. For this I procured a note-book with detachable cover and leaves, and printed on the cover the words, Honor Book.

Then I explained to the pupils that on certain days (generally twice a week) I should act as judge on their work and the one whose work I considered the best could copy it into the book, which would be on my desk and would be shown to the visitors to the room, etc.; also it would be on exhibition with the school work at the annual reception given by the teachers to the parents. There were certain definite rules in regard to the work.

- (1) It must be complete and handed in on time.
- (2) It must be written in ink and properly spaced.
- (3) Blots, erasures, and scratches count against the work.
- (4) The name of the writer, the date, and the name of the class must be placed at the head of the first sheet.

HOW I SECURE PUNCTUALITY.

In our school we have a systematic way of conducting our opening exercises; by changing our work each day of the week the interest is easily kept up.

Monday morning, fifteen minutes are devoted to the study of Current Events. On Tuesday morning I read the Sunday-school lesson for the following Sunday (for we have no Sunday-school here at present), and sing religious songs.

For Wednesday I try to have a lesson in morals, either by reading a suitable selection or telling a story.

Thursday always finds us ready for our work in agriculture. We often become so interested that twenty or thirty minutes are devoted to its study. Friday morning we recite short poems and quotations from our best authors.

Each day when school is called at noon, we sing a few lively school songs to inspire the pupils in their work. I feel well pleased with the results of this method. Have had but four tardy marks since school began in September.

North Carolina Education

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Entered as second class matter January 21, 1909 at the post office at Raleigh, N. C., under the Act of March 3, 1879.

Those high schools that desire a good course in agriculture outlined for the teacher will do well to read carefully "One Year's Course in Secondary Agriculture," published elsewhere.

Letters from correspondents in twenty-six foreign countries have been received by school children in one New York school through a letter exchange maintained by the school authorities.

A co-operative egg-selling association, with the school-house as the place for gathering eggs, the children to bring them in and the teacher to supervise sales, is suggested by W. J. Shuford, of Hickory, N. C.

Every teacher in the State should attend the Teachers' Assembly in Raleigh, November 26-29. Much trouble will be spared you if you send in \$2 to Secretary E. E. Sams in advance and get your registration card and badge ahead of time.

Sweeping, dusting, sewing, washing dishes, and ironing are among the "home industrial subjects" listed on a school-report card prepared by Mrs. Mary DeGarmo, of St. Louis, and used in Missouri schools. The parents give the child a "mark" for the accomplishment of one or more home duties.

Is there any special reason why the graded schools should continue the one session plan? Would it not be better to divide the day into two parts, giving the pupils at least an hour for lunch between the two sessions? Superintendents and teachers tell pupils and patrons that they do not expect pupils to do much studying at home. When do they have the time to prepare the lessons?

The cities of Ulm and Frankfort, in Germany, are trying a novel plan for housing their teachers. They are selling to their teachers good municipal land at a low price and accepting a mortgage on it at low interest. In Frankfort this mortgage may amount to 90 per cent of the value, so that the ap-

plicant has to provide but 10 per cent from his own funds. The tax and mortgage payments together, it is said, do not amount to any more than reasonable rent, and with his regular "house money," which is allowed him besides his salary, the teacher is soon the owner of his own home.

THE GRADED SCHOOL

A speaker at the National Superintendence Association, which met last year at Philadelphia, remarked that it ought to be contrary to the laws of the several States for a superintendent or principal to organize a "graded" school. He meant by that statement that the custom of dividing a child's school training into a certain definite number of years and so organizing the school routine that all children who enter that school must fit this arbitrary arrangement, is wrong and should be abolished. Many superintendents who supervise such an organization make the defense that it is frequently the case that the teacher promotes from one grade to another without waiting until the end of the year. This would seem to be an admission that the organization is bad for all except the few who show signs of unusual quickness to conform to the arbitrary arrangements made by the superintendent.

Let me describe a school that operates especially for the benefit of the child and is not so much concerned about the exact boundary lines between grades.

(1) In the first place each room is an independent school, in which the pupils are divided into a convenient number of classes and pupils are encouraged thereby to do as much work as their actual abilities will permit. At the end of the year the supervisor compares the ability and advancement of the several children and promotes each child to the room that contains the children nearest his standing. Suppose it is a third grade room that we are considering. Some of the pupils will go to the fifth grade, possibly one or two to the sixth grade, a very large number to the fourth grade, and the remainder to another room containing what may be called advanced third grade pupils. All will be promoted. There will be no repeaters, and there should be none.

(2) There should be at least one room—two if it is a large school—in which children of all grades, from the first to the high school, who are unable to do work assigned to the various classes, may be placed under the instruction of an exceptionally good teacher, and these pupils should be permitted to do such work as they are capable of doing without regard to grade, course of study, or hopes of future promotion. Such a room will give opportunity to the child who is a misfit, or born long or short on certain subjects, and will also take care of those who by accident or temperament are unable to work with the class group.

It requires little ability to "run" a school system in which the grade lines are definitely fixed, and each child is assigned a definite place in the school niche for the year. After such a school opens all the superior has to do is to stand between the teacher and the public, dictate a group of subjects for each grade, make out the pay-roll, and occasionally administer punishment to refractory pupils. In other words, such a superintendent is little more than a clerk to the school board. However, our papers are still asking these questions: "Why do so few pupils 'go through' the graded school; and why are there so few boys in the graduating classes?" Many answers have been proposed. Some say that these conditions are due to economic causes; others, to co-education; and still others, to the course of study. These may affect now and then a few students, but not enough to account really for the present conditions found in a large number of our city schools.

It has been demonstrated over and over again that grade repeating, dropping out of school, and small percentage of pupils graduating, can all be wonderfully improved by destroying the present system of grading and giving more elasticity to organization. It is to be desired that the public will some day learn this fact.

INDUSTRIAL EDUCATION IN COLUMBUS, GA.

A school specially designed for children of mill operatives is a feature of the industrial education system of Columbus, Ga., according to a bulletin just issued by the United States Bureau of Education. The school was established with the idea of encouraging attendance among the large class of mill children in Columbus, many of whom were not going to school at all.

A handsome colonial residence in the mill district was purchased by the Board of Education for the new school. Special pains were taken to adapt the course of study and the hours in the school to the conditions of mill work. School hours are from 8 to 11, and from 1 to 3:30. The long intermission is to enable the children to take lunches to parents, brothers, sisters, and others who may be employed in the mills. This is a regular daily task with most of the children, some of them earning several dollars a week as "dinner-toters." The school itself is frequently termed by the children "the dinner-toters' school."

Although the aim of the school is industrial, the "three R's" are insisted upon even more severely than in the regular schools, because of the limited time the children have for schooling. "Although the prescribed course contemplates seven years," says the bulletin, "few of the pupils continue after the fifth and sixth years, so strong is the call of the mills. Not more than 1 per cent finish this school and pursue their studies further."

The three morning hours and the first hour of the afternoon are devoted to academic studies, while the last hour and a half of the day is given to practical work. All the boys are required to take the elementary course in woodwork and gardening. The girls take basketry, sewing, cooking, poultry raising, and gardening. The school is in session all the year round, and pupils are promoted quarterly. The teachers live at the school and keep "open house" to the people of the community at all times.

This school is only one part of a carefully developed system of industrial training in Columbus that is intended to reach the needs of all parts of the population. Particularly significant to many communities is the Industrial High School, the aims and scope of which are also described in the Bureau's bulletin.

USE NORTH CAROLINA POEMS—A SPECIAL OFFER.

In teaching North Carolina history and geography and in the Friday afternoon and other public exercises of the schools there are few sources of good material that are richer in real helpfulness than the recent collection of North Carolina Poems by Mr. E. C. Brooks. There are perhaps two dozen poems in the book that could be used with decided profit in the study of our State history, and almost as many more that would light up and put life into the class work in geography.

Of course there are many others which give expression lyrically and otherwise to the life and sentiments of our people. In each of these classes of poetry there are numerous poems finely adapted to recitation or declamation by the boys and girls. Try them. You can easily supply all the children of all the grades with recitations and declamations for a whole evening's excises from this book alone.

But taking this interesting volume at its value as a literary expression of North Carolina life and sentiment, it becomes indispensable in every progressive and patriotic North Carolina school. The price of the book (102 poems, 37 authors, 172 pages) bound in basket pattern cloth, stamped in gold, is \$1 postpaid; bound in good paper covers, 50 cents postpaid. For introductory class use a special price of 80 cents for cloth and 40 cents for paper covers will be made to teachers who send cash with order for as many as six or more copies before the first of December. This date is specified for the reason that if the demand for North Carolina Poems by the holiday trade is anything like as big as that of last year—and we look for it to be bigger—the edition is likely to be exhausted. Take advantage of the opportunity and special prices now and supply your classes before the first of December. Single copies should be ordered only at the prices of \$1.00 cloth and 50 cents paper. The special prices apply only to orders for six or more copies at one time. Order yours to-day.

Very respectfully,
W. F. MARSHALL, Publisher.
Raleigh, N. C.

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LESSON II--INSTRUCTING THE PUPILS

For the month of November we shall consider the second division of "Everyday Problems in Teaching," which embraces Chapters IV-VIII, inclusive, or five chapters. As was pointed out in the last lesson, this is by far the most valuable part of the book, and should receive the closest attention of the teacher. The author takes up different subjects of the curriculum and gives examples of poor teaching and good teaching in each. The teacher who would profit most by these lessons should take one chapter at a time and prove by actual work in the school-room that the author's conclusions are correct. In the monthly meetings, the results of these class-room studies should be discussed.

CHAPTER IV.

Teaching Pupils to Think.

The author might have begun this chapter with the following quotation: "Thinking educates and nothing else does." Why do pupils not learn to think? Ask yourself this question first. Is the author's answer sufficient explanation? I think not. One chief reason why pupils do not learn to think is because teachers do no think. This chapter gives examples of good teaching and poor teaching of history, civil government, and arithmetic. How many teachers really think out the causes and effects of history and civil government before they go on class? If teachers do not, how then can pupils be taught to think.

Notice on page 107 the test of a "genuinely successful teacher." Now suppose we apply that test.

History.—Why was that a poor history lesson given on page 108? Would pupils taught by such a teacher ever learn to think under her instruction? On page 110 an example for a good history lesson is given. What is the marked difference between the two methods? Why would this last example be a good illustration of a good method in teaching history?

Why was the high school student mentioned on page 111 a poor student in history? Study problems 3, 4, 5, 6, 7, and 8 on page 352. These are good exercises both for the school-room and the association.

Civics.—Do you recognize the usual method of teaching civil government as given in the example on page 114. This is the method generally in use. But why does the author say that it is poor? How many of you have tried, or will try, the method as suggested in the example on page 116? He calls this good teaching. Do you agree with him? What is the difference between the two methods? As a rule, do pupils below the high school learn much civil government from a text-book?

Arithmetic.—The author gives a good example

(page 122) of poor teaching of arithmetic. Why was this pupil backward? Can you recall any pupil of yours who was doubtless backward for a similar reason? How is this difficulty overcome? One of the best suggestions made on the teaching of arithmetic has reference to weights and measures (page 126). What was the principal aim of this teacher? Has that ever been your aim? This is considered very poor teaching. What does the author say is good teaching? Do you agree with him? Another good suggestion is the one pertaining to "useful problems" (pages 128-134). Teachers would improve their work materially if they would follow the suggestions given.

Consider especially problem 10, page 353. When is the statement not true?

The author discusses in the last three pages "The Cure for Inaccurate Thinking." This, of course, deals with the old problem of accuracy, and inaccuracy of pupils and many good suggestions are offered. There are several good problems for discussions given on pages 353-355.

Consider especially Nos. 11, 12, 13, 16, 17, 19, 20, and 22.

CHAPTER V.

Teaching Pupils to Think (Continued).

The author continues in this chapter to give concrete instances of poor teaching and good teaching.

Fractions.—This subject is treated somewhat fully. Here we have an example of a teacher losing her temper because the pupil did not have the ability to think. What was the cause of the trouble? Was her method poor and had she ever taught the child to think? Why?

Take the example of the teacher instructing the class to multiply one-fourth by one-fifth. Why was the method poor? What do you think of the author's method? Have you ever tried either? Can you give a better method?

Geography.—It is admitted that geography has great possibilities for the teacher if it is used for the purpose of leading the child to think. Notice the example given on page 144. Would a child ever think, taught by such a teacher, and is it a wonder that both teachers and pupils dislike geography?

Could pupils really study such a lesson "at their seats," and would a child ever learn much from such a book and such a teacher?

Do the lessons on mathematical geography (pages 147-149) sound familiar to you? The teacher's reason for following such a method is given on page 150. Is it sound doctrine? Why?

Read carefully the author's discussion of "Geography a Good Subject for Effective Teaching" (page 153).

Spelling.—The author believes in the principles

of the self-activity of the pupil. Notice how the teacher, in the example given, practically spelled the words for the child. Such teaching made it unnecessary for the child either to think on class or to become active and a thinking being in the preparation of the lesson.

Home Study.—To what extent is "home work" harmful (pages 158-162). It is easy for teachers to assign lessons to pupils and wait for parents to do the work for them. But many parents cannot do the work for the pupils, and in most cases where parents give assistance the danger is that the work will be done in a mechanical fashion. Read carefully the last three pages of the chapter.

Problems and Exercises.—There are many good problems suggested under this chapter, but given on pages 356-365. Notice especially Nos. 3, 5, 6, 7 (would this be a good topic for the children of North Carolina to begin with?), 10, 11 (these two are good examples of the evils of home work), 13, 14, 15.

Study the questions under the head of Physiology and Hygiene (page 359). Would these questions form the basis of a good treatment of this subject.

The topics under the head of agriculture would make a good outline for the teaching of agriculture in the grammar grades.

SOME INTERESTING SCHOOL HISTORY.

Superintendent R. H. Latham has recently published in pamphlet form the twenty-ninth report of the Winston schools. An appendix to this report contains extracts from the minutes of the proceedings of the Board of Directors, some of which, because of their historic importance, are given below:

June 20, 1883.—First meeting of the Board. Rev. Calvin H. Wiley elected first chairman.

August 10, 1883.—11th meeting. J. L. Tomlinson elected first superintendent at a salary of \$1,500 and Charles D. McIver first assistant superintendent, at a salary of \$950, \$800 of which is to be paid for out of public funds, and \$150 is advanced the Board by individuals.

December 5, 1883.—18th meeting. The chairman laid before the Board a communication from Prof. Charles D. McIver, in which he stated that unless his engagements in Winston should begin February 1 he would feel compelled to keep his place as assistant superintendent of the Durham Graded Schools. Ordered that the chairman communicate with Mr. McIver and request him to report for duty February 1, 1884.

October 13, 1884—46th meeting. J. Y. Joyner elected teacher of seventh grade. Salary, \$60 a month.

May 5, 1885.—51st meeting. A communication was received from Prof. Charles D. McIver informing the Board that he had been offered an honorable position as teacher in the Peace Institute at Raleigh, N. C., at \$1,500 per annum.

September 10, 1885.—57th meeting. Prof. J. Y. Joyner notified the Board that he is constrained to decline re-election as he desires to enter other pursuits.

April 2, 1886.—61st meeting. Professor McIver notifies Board of his acceptance of offer of Peace Institute for next session.

May 20, 1886—64th meeting. W. A. Blair elected

principal and teacher of eighth and ninth grades. John J. Blair elected teacher of sixth and seventh grades.

May 29, 1887—90th meeting. W. A. Blair elected superintendent at salary of \$1,500. J. J. Blair, principal; salary, \$900.

June 9, 1890—111th meeting. John J. Blair elected superintendent.

September 5, 1890—119th meeting. T. W. Bickett elected teacher of seventh grade at a salary of \$600 a year.

May 28, 1892—133rd meeting. Prof. T. W. Bickett resigned.

January 5, 1899—192nd meeting. Superintendent J. J. Blair resigned and Chairman J. C. Buxton elected acting superintendent for remainder of the session.

June 3, 1899—194th meeting. Prof. C. F. Tomlinson was elected superintendent.

June 1, 1901—208th meeting. Superintendent Tomlinson recommended introduction of manual training.

June 23, 1903—221st meeting. The business department was formally organized by the election of M. H. Willis as supervisor.

June 4, 1904—226th meeting. Prof. W. S. Snipes elected superintendent.

September 9, 1904.—The unveiling of the Wiley monument took place on this date.

June 1, 1910.—R. H. Latham elected superintendent.

A CAMPAIGN BOOK ON EDUCATION.

As an aid to the campaign in behalf of better educational facilities, the United States Bureau of Education has just issued a bulletin: "Expressions on Education by American Statesmen and Publicists." The book is a collection of notable utterances on education by prominent Americans from the earliest days to the present.

Coming to more modern times, the following are represented: William H. Seward, Robert E. Lee, who gave the last years of his life to the cause of education and urged the "thorough education of all classes of the people"; Lincoln, who viewed education as "the most important subject which we as a people can be engaged in"; Charles Sumner, Calvin Wiley, who considered it the lasting honor of his State that "her public schools survived the terrible shock of war"; General Grant, who commended the progress of the public schools in a message to Congress; Rutherford B. Hayes, Senator Benjamin Harvey Hill, of Georgia, who said that "education is the one subject for which no people ever yet paid too much"; William Henry Ruffner, of Virginia; J. L. M. Curry, who considered it "the prime business and duty of each generation to educate the next"; Henry W. Grady, Grover Cleveland, Governor Aycock, who fell dead at Birmingham, Ala., with the word "education" on his lips; and other leading Americans who have urged the extension of educational opportunities, frequently in the face of strong opposition.

A few conspicuous men now living are given space in the bulletin for their utterances on education.

Any reader of *North Carolina Education* may have a copy of this interesting bulletin by addressing the United States Bureau of Education, Washington,

News and Comment About Books

NOTES AND COMMENT.

The standards of illustration in American text-books are high, but no text in civics has been illustrated with greater regard to the purposes of visual instruction than Guitteau's "Preparing for Citizenship," recently published by Houghton Mifflin Company. Many of the pictures show both city and rural conditions before and after improvements, and all are printed upon special half-tone paper.

Dr. Eva March Tappan's series of books in history are notable examples of the application of the doc- "Elementary History of Our Country" and "England's Story" with the trines of interest. Children read her same interest with which they read a story-book. Woods Hutchinson's "Health Series" is another example. Children and grown-ups both enjoy these books.

"To a large majority of teachers —even of those who are progressive —spelling is a hopeless subject," says Prof. F. M. McMurry in his introduction to the monograph on the "Teaching of Spelling," by Professor Henry Suzzallo, Teachers College, Columbia University, which has recently been published in the Riverside Educational Monographs. This discussion of the important subject of spelling is based upon an exhaustive comparative study of courses of study, methods of teaching, and teachers' manuals throughout this country. It should go far toward bringing about a marked improvement in the results in spelling, which have led to much criticism of our schools on the part of the business public.

BOOK NOTICES.

Types of the Short Story. Edited by Benjamin A. Heydrick, High School of Commerce, New York City. Cloth, 106 pages. Price, 35 cents. Scott, Foresman & Company, Chicago, Illinois.

This is the latest addition to the very excellent series of Lake English Classics. Specimens of short stories are given illustrating various types, there being thirteen of these stories in the book. The fine acumen shown in making the selections from the masters of this form of literary art and the illuminating work of the editor should make this little book a delight to both student and teacher.

American History for Grammar Grades: By Everett Barnes. Cloth, illustrations and maps. Price, \$1.00. D. C. Heath & Co., Boston, Mass.

Many authors have written history for grammar grades as they think

English in the Country School. By Walter Barnes, A. M., Department of English, State Normal School, Glenville, W. Va. Cloth, 286 pages. Price, \$1.25. Row, Peterson & Company, Chicago.

English is magnified as the most important study in the common schools. Other branches like arithmetic and geography may be important also, "but," says this author, "most of them are branches." English, he declares, is the "trunk of the tree," since it includes reading, spelling, language work, composition work, literature, grammar, writing and talking. Here is a most excellent hand-book for the teacher who is undertaking the task of training the pupils of the common schools in the use and a knowledge of the English language. It contains an introduction, nine richly suggestive and helpful chapters on the actual work of teaching English, and a list of 100 choice books for the English department of a rural school library.

grammar grades ought to be. Mr. Barnes, profiting by his experience as the head of a large metropolitan school, has written a history for grammar grade pupils as they are. The simplicity of the language and the interesting and dramatic narrative will hold the attention of the pupil and aid him in mastering the essential facts. The arrangement of topics, method of treatment, summaries, and questions for review make the task of both pupil and teacher an easy one. By the omission of unimportant details and the emphasis of the salient facts and tendencies in American history, Mr. Barnes accomplishes in about 350 pages what most books have required 500 pages to set forth. In present congested courses in elementary schools, a host of teachers will welcome the sort of history that Mr. Barnes has prepared, while the pupil who is naturally indifferent to history will find in this book attractions in narrative and illustration that will aid him to become a useful citizen.

Rural Arithmetic: A Course in Arithmetic Intended to Start Children to Thinking and Figuring on Home and its Improvement. By John E. Calfee, Professor of Mathematics, Berea College Normal, Berea, Ky. Cloth, illustrated, 119 pages. Price, 30c. Ginn & Company, New York, N. Y.

This is a small but very compact and interesting practical arithmetic of farm problems. A partial list of the subjects treated includes Rapid Addition, Decimals, Interests, Lumber, Log Measure, Land Measure, Liquid Measure, Mill Problems, Feed Prob-

lems, Meat Problems, Dairy Problems, Soil Erosion, Cost of Growing Crops, Idleness and Carelessness, Educated Labor, Health and Sanitation, Fertilizers, Cost of Bad Roads, etc. It should prove immensely useful in rural schools, and wherever used we think it will be found to fulfill the intention announced in the sub-title of starting children "to thinking and figuring on home and its improvement." It is certainly calculated to instill life, liberty, and a certain degree of happiness into the study of arithmetic in the rural schools.

An American History: By Nathaniel Wright Stephenson, Professor of History in the College of Charleston, Charleston, S. C. Cloth. 615 pages, illustrated. Price, \$1.50. Ginn & Company, Boston, Mass.

This is not an ordinary history of the United States made to sell at one dollar a copy. It is written from a different point of approach, is fuller, is more coherent, and possesses in a greater degree by far the virtue of unity. The author saw things and forces at work in our national making that gave him a story to tell and he has told it well. While unusually full for a narrative in necessarily restricted limits, this clean-cut story of our country and its people constantly stirs up a zest for further study of special topics and the bibliography the author provides for this purpose is little short of a wonder. We understand that this aspect of the history has received high praise from severe critics. Briefly, as to the author's viewpoint, "the past has been conceived uniformly as the cause of the present. Therefore, the parts of the past that have lived through their effects into the present have been depicted, while those which have perished fruitless have been ignored." It is a distinctly helpful and suggestive book for the teacher of United States history, regardless of the text used by the class.

American Literature: A Study of the Men and the Books that in the Earlier and Later Times Reflect the American Spirit. By William J. Long. Cloth, xxix+481 pages. Urice, \$1.35. Ginn & Company, Boston, Mass.

Throughout this splendid work the author has held consistently to his purpose to make "a study of the men and the books that in the earlier and later times reflect the American spirit." With distinct success he has made this study differ from other text-books on our literature by considering American literature (with emphasis upon American) as an expression of American life and a record of American ideals, thus giving to it a strikingly national character, Bradford and Byrd, Cooper and Simms, Longfellow and Lanier are

studied side by side in their respective periods, not as representative of the North or South, but as so many reflections of the same life and the same spirit. The interesting style, the true insight, and the understanding sympathy which make this same author's English Literature so engagingly luminous and human are here present with even greater potency, making two books that are fit companion pieces the one to the other. The arrangement of the matter is admirable, the illustrations are new and distinctive, and the equipment for study, references, and outside reading is all that could be desired.

Reveries in Rhyme. By H. E. Spence, Formerly Professor of English in Trinity College. Cloth, Stamped with gold, 120 pages. Price not given. Durham Book and Stationery Company, Durham, N. C.

Mr. Spence is a preacher now, being pastor of the Methodist church at Sanford, but his rhymes are far from liturgical and many of his reveries are shockingly and fascinatingly secular. About the only ministerial trait that you see reflected in this little bluebook is a love of humanity and even this is a bit different. In general you see rather the student of literature and life; a devotee of the beautiful; a dreamer of dreams; an aspirer of aspirations; a lover of his State; and a man with a certain youthful kiss (or kisses) vivid in memory. Love songs predominate and several of them are effective, among which we prefer "The Desert Winds." But the reader will pass over these to linger with the poems of childhood. The author often applies a distinct lyric touch to childhood. He has a strong feeling for the simple things and an almost conscious striving toward Wordsworth's manner is perceptible. If you have been a boy, vivid memories will thronw as you read "The Old Hobby Horse," and the youngster who guesses about Santa Claus is a real boy. One of the most pleasing notes in the book is a harking back with longing to the rustic joys of youth and a passion for the sturdy, happy, wholesome life of rural Carolina. Mr. Spence is reaching a much wider audience than that which he has long delighted at Trinity College, and if he continues to write he will occupy a cozy niche in the State's Hall of Fame, somewhere in the row not far from John Charles McNeill. —S. S. A.

Rev. Hersey E. Spence, the young poet-preacher, who for many years was a member of the faculty of Trinity College, in the English department, and who is now pastor of the Methodist Church at Sanford, was married on the afternoon of October 5th, Miss Bessie Octavia Whitted, of Durham, being the bride.

State School News

EDUCATIONAL BRIEFS.

"Carolina, Queen of States," is the name of a new State song by Miss Mary Speed Mercer, of Elm City. A copy of the song has been sent to State Superintendent J. Y. Joyner.

The State Board of Education, on October 1, elected Mr. E. B. Crow a member of the Board of Education of Wake County to fill a vacancy created by the resignation of Dr. Albert Anderson.

Mr. Paul J. Kiker, the progressive county superintendent of Anson, has taken a superintendent for himself. He and Miss Ethel York, of Creedmoor, were married at the bride's home on the 21st of October.

"Everything is going well with the work in Wilkes," writes Supt. C. C. Wright, "and the future looks bright. We carried an election for local tax the other day and have established five libraries within the past two weeks."

Mr. J. A. Warren, Bursar of the State University, gives out the enrollment to October 12 as 881. This marks the high water mark of attendance at the University and is but one of the evidences of successful growth.

Law Successful in Southport.

The compulsory attendance law is working well at Southport. There are 102 children in the town between the ages of eight and twelve, and every one of these has been enrolled in the Southport school except three who will attend a private school in another State. The enrollment among the children of other ages has been increased and the attendance is better than usual.

Fine Work by Pantego Women.

Miss Mattie E. Alligood of the Pantego High School writes that recently the Ladies' Betterment Association of the High School district gave a reception to all the patrons and teachers of that school. At this meeting they had an excellent attendance and gained fourteen new members. The statistics of four years' work of this association were read, showing a grand total of over \$1,200 raised by these good women in four years.

Bonds and Special Tax Pass at Aulander.

Aulander has passed a bond issue and special tax for graded schools by a vote of 140 to 60, and the community is beginning to prepare suitable buildings and facilities for carrying on the school work. The issue includes a \$12,500 bond issue for

this purpose, and a special tax of 45 cents on the \$100 property valuation, and \$1.35 poll. It is proposed to erect a \$10,000 building on a new site which will be provided when the old school site has been sold.

Columbus County Teachers in Session.

The first meeting of the Columbus County Teachers' Association for the current school year was held in the graded school auditorium Saturday, October 18. The meeting was unusually well attended, there being over a hundred present at the roll call. A very interesting program was enjoyed.

Some of the special features were the addresses on "Preparation of the Teachers," by Prof. E. E. Sams of the Department of Education; "The Health of the Child," by Dr. Cox; and "The Necessity for Discipline in Our Schools," by Supt. F. T. Wooten.

Mr. C. R. Spencer was unanimously elected president of the association for the coming year, and Miss Pattie S. Dowell was made secretary and treasurer.

Luncheon was served by the members of the Civic League.

District Fair in Alamance.

A successful fair and educational rally was held on Saturday, October 25, in the Friendship district of Alamance County with enthusiastic speeches, communal emulation and good will, and a spirit of co-operative uplift as the salient features of the day's celebration.

The principal address of the day was delivered in the morning meeting by Professor M. H. Stacy, of Chapel Hill, who made a talk full of practical advice and inspiration on the theme, "Little Things and Big Things, or the Silent Influences in Our Lives."

After Professor Stacy's address several short talks were made. J. B. Robertson spoke of "The School as a Social Center," and was followed by Mr. C. Brown Cox, of Burlington, who told impressively of the great opportunities which face North Carolina. Miss Reinhart, Supervisor of County Schools, urged upon those present the need for beautifying the country homes. The meeting was ended by a stirring speech by one of Alamance's progressive farmers, Mr. Scott, of Haw Fields.

The afternoon was given over to the inspection and judging of the exhibits of farm products. The exhibits filled two large rooms, to which an entrance fee of five and ten cents was charged, and they bore eloquent testimony to the country's advance in farming. The day was brought to a close with races and athletic contests.

LETTER FROM STATE SUPERINTENDENT J. Y. JOYNER.

The Governor of North Carolina by proclamation, has set apart the 5th and 6th of November as Good Roads Days to be celebrated as holidays by all the people throughout the State. The schools should contribute their share to the success of this commendable co-operative movement for better roads in North Carolina. The children should have the opportunity to participate in this celebration and thereby learn a valuable, practical lesson in community service for civic betterment. I deem it wise and proper, therefore, to request and direct all county superintendents to notify and instruct all teachers of their counties to set apart and celebrate the last of these days—Thursday, November 6—as "Good Roads Day" in the public schools.

A part of this day should be devoted to reading and discussing with the children in school, the valuable information contained in the bulletin on Good Roads and Arbor Day, kindly prepared at my request by Miss Berry and Mr. Holmes of the North Carolina Geological and Economic Survey. The remainder of the day should be spent in actual work by the children, under the direction of the teachers, in improving and beautifying the school grounds, the school building and the out-houses, and in laying off and grading walks through the school yard and roads leading thereto. Valuable suggestions for such work will be found in this bulletin.

I suggest that the road workers be requested and urged to spend Thursday, or at least a part of that day, in working the roads leading to the school-houses, and that they be invited by the women of the neighborhood to meet at the school-house on that day for dinner, and to join with the children in their work on the school-house Thursday morning and participate with the children and teachers in the celebration and in the improvement work of the morning.

The gathering of all the best citizens of the school district about the school on this day, spending a social hour together at dinner, joining with the children and teachers in an afternoon's work, side by side for the improvement of their school, will afford a fine opportunity to become acquainted with the conditions and needs of their school—to meet and to know teachers and children, and will result, I doubt not, in awaking interest and stimulating pride in the school and incalculable benefit in many ways to the school and community.

To become permanent all great movements for civic and industrial improvement must begin with the teaching of the children in the

schools. The rising generation should be taught the necessity and importance of good roads in North Carolina; should be brought to see the relation of these to the future comfort, progress and prosperity of the State along all lines. Nothing is more essential than good roads for increasing the efficiency of our country schools. Consolidation and transportation, so necessary for larger schools, larger taxing areas, better houses and equipment, more and better teachers with better organized, more advanced and more practical courses of study, for better preparation for life and its daily occupations, are practically impossible without good roads. Good attendance and good health during the winter months are almost impossible in the country schools without good roads. This one day, therefore, will be most profitably spent in our public schools in impressing upon the children, by precept and by example, the value and the necessity of good roads and the civic duty of helping to secure them for their communities and their State.

County superintendents are earnestly requested and officially directed to distribute these bulletins to the teachers of their county without delay and to urge them by written or personal communication, to begin at once preparation for the successful celebration of this day. Teachers are urged to spare no effort to enlist the children and the citizens of the community in making the day pleasant and profitable. The bulletins will be sent to superintendents for distribution not later than October 21.

Yours very truly,
J. Y. JOYNER,
Supt. Public Instruction.

Many State Colleges Represented at Conference at Trinity.

During the first week of October one hundred and forty-eight delegates, representing thirteen colleges and preparatory schools in the State, met in Durham as the guests of the Y. M. C. A. of Trinity College, in a conference which began Wednesday evening and ran through Sunday afternoon with morning, afternoon and evening sessions.

Some of the more important leaders of the conference were: Dr. W. D. Weatherford and Mr. W. H. Morgan, Student Secretaries of the International Committee; Wilber B. Smith, Candidate Secretary of the Volunteer Movement; and E. G. Wilson, Interstate Secretary of the Carolinas. The following schools were represented in the conference: Carolina, Davidson, Wake Forest, A. & M., Elon, Guilford, Catawba, Oak Ridge, Warrenton High School, Winterville High School, Buie's Creek

Academy, Trinity Park School, and Trinity College.

The opening session was held on Wednesday evening. After a few welcoming remarks by the President of the Trinity Y. M. C. A., E. L. Secrest, President W. P. Few addressed the delegates, welcoming them as "representing the conscience of the educational institutions of the State." Rev. Milton Clark, pastor of the First Presbyterian Church in Greensboro, then addressed the assembly on the choosing of a life work, warning against commercialism, and urging the choice of a big task.

Informal discussions and Bible class study occupied Thursday morning with normal class discussions of Bible study in the afternoon. One of the great addresses of the conference was delivered that evening by Dr. Weatherford on the social, economic, and spiritual conditions of Japan and China of to-day, showing how the Christian influence everywhere has worked for progress.

Friday and Saturday were taken up with Bible class studies, study of committee organization and training, and discussions of social work among factory people and negroes. In the evening an enlightening illustrated lecture was given by Dr. Weatherford, in which he touched on the social condition of the negro, and urged the necessity for its improvement by the people of the South.

The Bible class studies were concluded Sunday. An open discussion of religious and evangelistic campaigns was lead by Mr. Morgan, and the convention adjourned to hear Dr. Poteat, of Wake Forest, speak on the subject, "The Call of the University."

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Bladen Teachers at Work.

The teachers of Bladen County held the first meeting at Elizabeth-town Saturday, October 18, 1913. Seventeen teachers were enrolled. We hope to enroll more and do better work this year than ever before.

The following officers were elected:

Mr. W. W. Woodhouse, president; Mrs. J. L. Clark, vice-president; Miss Lillie Hollomon, secretary. There were addresses by Mr. J. B. Cromartie, Dr. Liles, and Mr. W. W. Woodhouse.

MISS LILLIE HOLLOMON, Sec.

Education in Iredell.

Pleasing reports of progress come from the Iredell County schools. The compulsory attendance law gives promise of filling the schools to the extent that the previous teaching force will be entirely inadequate, and a special examination was held in October to secure more teachers. More than fifty applicants for certificates to teach in Iredell took this examination.

The compulsory attendance period will not begin until December 1, this being left optional with the county boards. All the schools are in fine condition. A half-dozen or more good houses are now being erected.

A decade ago \$250 or \$300 was

considered a big price for a rural school, but Iredell has in recent years been building houses costing from five to ten times that much and has let the contract for several others costing over \$1,000 each.

The county has three State high schools, and one of these, the Harmony school, is adding agricultural

and domestic science courses this year, having met the requirements of the State to secure aid for these departments. Ten acres of land has been donated by the Harmony people for the demonstration work and the money has been subscribed for the new agricultural and domestic science buildings.

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" * * * * The bibliography alone is a monument to the wide reading and patient research which Mr. Stephenson has expended upon his book, which we are sure is destined to meet with the cordial, indeed the enthusiastic, endorsement of intelligent educators in all parts of the country."—The Charleston News and Courier.

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A Story of Community Spirit and Work.

What community spirit is doing for the Wake County schools and therefore for North Carolina by the contagion of a good example, is told in the following story from St. Matthew's Township.

One Wednesday had been set as the day to begin work on the school farm, and early Wednesday morning every man who had promised to be there was on hand, and several others. It looked like a real farming scene. Four men had brought two horse plows, one man, a mower, one a disk harrow, one a smoothing harrow, and one a hay rake.

The whole crowd proceeded to clear the land. Rocks and rubbish were cleared off, and the bushes were grubbed off. Then the mower got to work and broom straw and weeds were brought low. The rake soon cleared the land, and plows were hitched and the land broken.

Disk harrow cut up the land, the rye was planted, and the smoothing harrow finished the work. But while the work went on merrily and rapidly it was not done as quickly as it sounds. It was a long hard day's work done gladly as a community offering to a new ideal set up by Samaria folks.

At 12 o'clock the ladies came and brought dinner for all, fried chicken and pickles and cakes and pies and all the good things that only country women know how to prepare.

At 1 o'clock promptly every team was hitched up and work began on the farm and inside the building the men moved everything out, and the ladies scoured windows, floor, desks, and wainscoating. "Bon ami" did full duty.

Several new members joined the Betterment Association, and a campaign is on foot to interest everybody in the district in the movement.

Thought for the welfare of the children dominated everything done. Space was left in front of the schoolhouse for basket-ball. The interior of the house will be painted white, proper black-boards provided, and curtains purchased.

Rally at South Mills.

The laying of the corner-stone of the new \$12,000 brick high school building at South Mills was celebrated, October 1, by an enthusiastic educational meeting and several addresses. The ceremonies of the corner-stone laying was performed by the Grand Lodge of Masons of North Carolina, Hon. Francis D. Winston acting as Grand Master.

Following, an educational rally was held in the Methodist church. Rev. Andrew Price, introduced Mr. Winston, who made the address of

the morning on the subject, "The Development of and Organization of Community Power." A dinner was served, the proceeds going to the purchase of desks for the new building. In the afternoon, Mr. C. E. McIntosh, of the State Department of Education, addressed the assembly.

Elon Adopts Honor System.

The student body of Elon College, by a unanimous vote, has adopted a form of student government system. A student senate is to have exclusive control of all cases of cheating and to act as a grand jury in other cases of student delinquencies.

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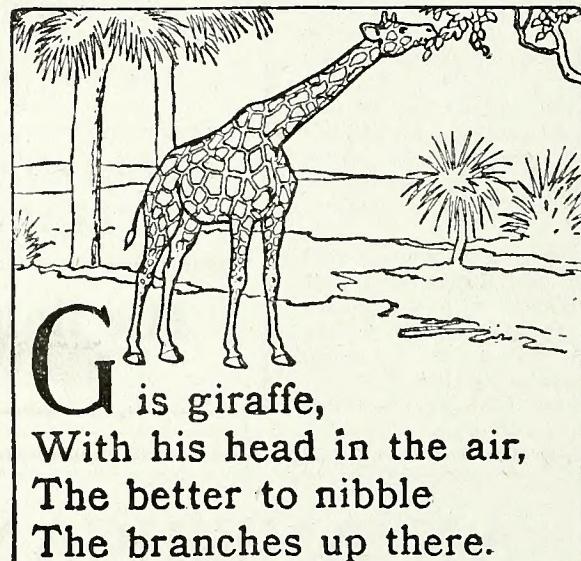
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The ciass of 1913 left this loan fund with the following stipulations: That three loans of \$100 for three years at 6 per cent be granted to students recommended by the president and voted on by the faculty at its first regular meeting in October, and that the recipients of the loan must be either juniors or seniors, who must have been in school here for at least one year previous. The recipients of this fund must also make a certain high grade of scholarship.

State-Wide Celebration of University Day.

Local alumni associations of the University of North Carolina in the various cities of the State celebrated on Friday and Saturday nights, October 10 and 11, the annual University Day, which this year happened to come on Sunday.

All over the State the associations of the different cities and counties met and entusiastic programs were held. In many cases the evening was enlivened by banqueting, and in all cases by many interesting and patriotic speeches. Several of the alumni associations give scholarships to the University to deserving boys of their locality, and these were renewed at the celeration of University Day. Much encouragement was felt over the successful auspicious opening of the University this year under the direction of Acting President Graham, and much of the interest of the meetings centered around the football situation of this fall and around the general question of athletics at the institution.

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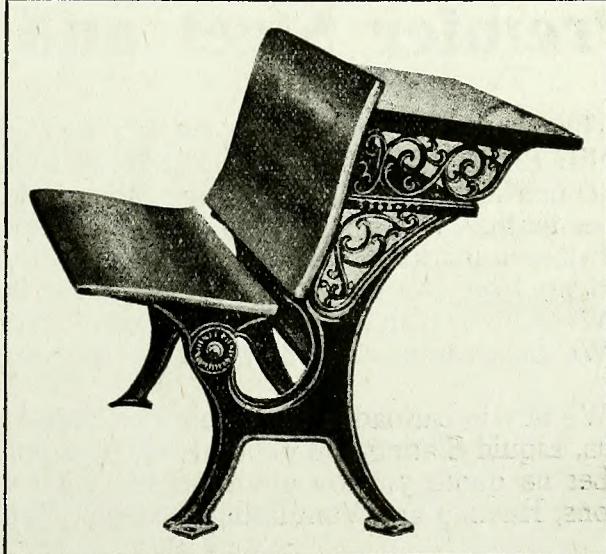
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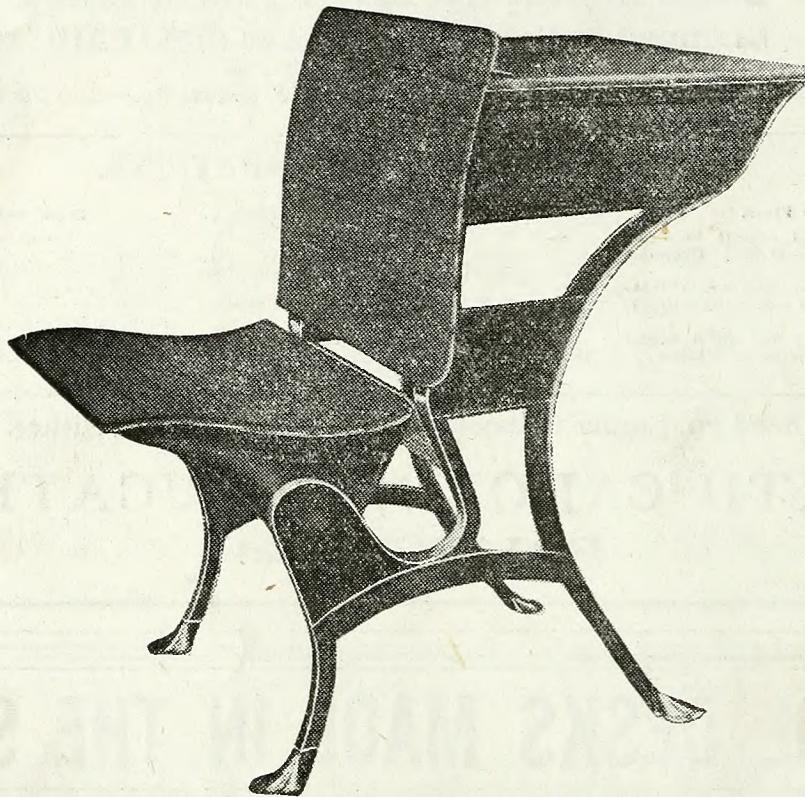
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RALEIGH, N. C., DECEMBER, 1913.

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Awake! Awake!

A hymn to the dawn of peace, by John Ruskin. Written about the year 1865 and first printed a quarter of a century afterward.

Awake! awake! the stars are pale, the east is russet gray;
They fade, behold, the phantoms fade, that kept the gates of day;
Throw wide the burning valves, and let the golden streets be free,
The morning watch is past—the watch of evening shall not be.

Put off, put off your mail, ye kings, and beat your brands to dust!
A surer grasp your hands must know, your hearts a better trust,
Nay, bend aback the lance's point and break the helmet bar;
A noise is on the morning winds, but not the noise of war.

Among the grassy mountain paths the glittering troops increase—
They come! They come!—How fair their feet—they come that publish peace!
Yea, victory! fair victory! our enemies' and ours!
And all the clouds are clasped in light, and all the earth with flowers.

Ah, still depressed and dim with dew; but yet a litt'e while,
And radiant with the deathless rose the wilderness shall smile;
And every tender living plant shall feed by streams of rest;
Nor lamb shall from the fold be lost, nor nursling from the nest.

For aye, the time of wrath is past, and near the time of rest,
And honor binds the brow of man, and faithfulness his breast,—
Behold, the time of wrath is past, and righteousness shall be,
And the Wolf is dead in Arcady, and the Dragon in the sea!

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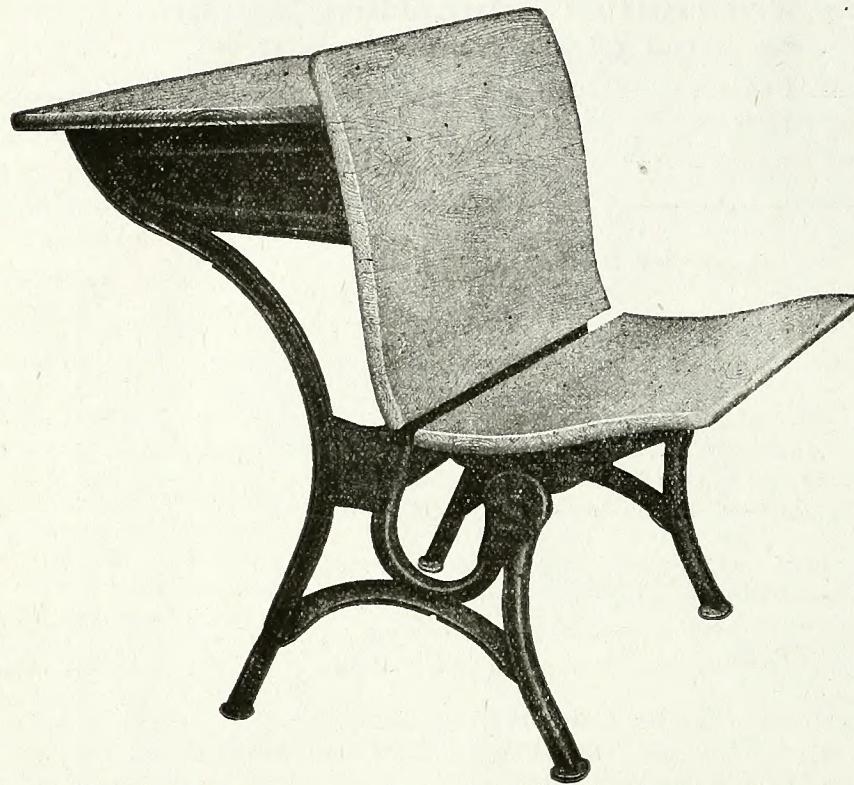
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NORTH CAROLINA EDUCATION

Vol. VIII. No. 4.

RALEIGH, N. C., DECEMBER, 1913.

Price: \$1 a Year.

THE THIRTIETH SESSION OF THE NORTH CAROLINA TEACHERS' ASSEMBLY

The thirtieth annual session of the North Carolina Teachers' Assembly has passed with a high degree of success and has left a well defined impression on the thought and life of the State. The more earnest part of the teaching profession of North Carolina has met together, has exchanged ideas, has enjoyed social intercourse, and has sat at the feet of master educators to hear words of inspiration and messages of instruction and help.

Three facts stand out from the great mass of striking features of the session and present themselves as worthy of special notice: (1) The splendid hospitality of the people of Raleigh; (2) the enrollment, considerably over 700 paid members, the largest in recent years; and (3) the election of a woman to high office for the first time in the Assembly's history, Miss Mary Owen Graham, of Charlotte, having been elected vice-president.

Last year the Assembly opened its arms to take in practically all classes of teachers. This year it made a long stride toward universality of appeal by presenting a program replete with interest to the rural teacher. No longer can the Assembly be accused of being an organization of city school men alone. The greatest attention was given in this meeting to problems of rural education, to rural development and betterment, and to the improvement of conditions of rural life, with brilliant messages by such apostles of rural progress as J. D. Eggleston, E. C. Branson, and Looke Craig.

Discussions of Rural Life and Education.

This phase of the general sessions deserves more than passing notice. On the opening night, President J. D. Eggleston, of the Virginia Polytechnic Institute, drove home the idea that education must come down to the level of the people and work upward from that level, rather than establishing a level high above their heads and trying to pull them up to it. He pleaded, in effect, for a broader extension of the Knapp theory of farm demonstration and for the education of the rural boy and girl on the farm instead of in the cities. The kernel of his message is that "education is the development of all life."

Immediately following President Eggleston, Governor Craig, with great felicity of expression and with the appealing earnestness which is his characteristic, made his plea for betterment of living conditions in the country, for labor-saving devices and machinery on the farm and particularly for the universal installation of running water and household conveniences which will lift the burden of drudgery from the backs of the farmers' wives and give them time for their God-given right to self-cultivation and to enjoyment of the beauties of the earth.

On Friday evening, Professor E. C. Branson, of the Georgia State Normal School, preached the idea of "know-your-home-State clubs." He has formed these clubs all over Georgia. They make scientific study of the counties of the State, making surveys of

the economic, financial, and educational conditions, and use the information derived from these surveys as the basis for constructive work in community betterment. Professor Branson works for more scientific methods of farm business, for a system of rural credits, and for the assuring of a comfortable community cash balance when the year's books are balanced, "the community nest egg," as he calls it.

Pedagogical Interests and Theories.

Dr. William Heard Kilpatrick, of the Teachers' College, Columbia University, was the Assembly's visiting expert on pedagogical principle and he excited much comment for the perspicacity of his thought and for the crystal clarity of his expression. His lectures were like courses in the Teachers' College for the members of the Assembly and his magnanimity in giving three of them in one short day won the highest appreciation. Thursday evening he treated Madame Montessori, whose school he had visited, to a razor-edge analysis which left that much-discussed educator decades behind us in educational practice and denied the correctness of most of the pet principles upon which her method is founded. He proved that the psychological basis for her auto-educational scheme had been discredited by the world's psychologists long before she attracted attention. He admitted some features of her system—writing, for instance—as interesting and possibly suggestive, but found practical worth in none of her five cardinal principles except that of individual freedom.

Thanksgiving Sermon

The three other chief features of the general sessions were the Thanksgiving sermon, the president's address, and the presentation of the Wiley bust. The Rev. Neal L. Anderson, of the First Presbyterian Church of Winston-Salem, in a sermon of rare eloquence, coupled with a far-seeing understanding of the sociological and economic conditions of the South, called for the translation of the great ideals of democracy and religion into practical efficiency. He urged the rights of pauper children as children of society and as the State's greatest asset, declaring that the State cannot exist if it saddles the burden of its industry upon the child. He found special cause for thanksgiving in the progress of education, calling down to aid and further that progress the spirits of McIver, Aycock, and Calvin H. Wiley. Touching upon the unfortunate Bible-in-the-schools controversies, he declared that Christ in the heart and life of the teachers is vastly more important than perfunctory reading of the Word.

Address of President Reynolds—The Concert—The Calvin Wiley Bust.

The address of the President of the Assembly very appropriately dealt with the problem of the professionalization of the profession. He argued the necessity of a body of teachers making the profession a

life-work and not a stepping-stone, to supposedly higher things. To secure this, he advocated increased taxation and longer school terms to secure to the teacher a decent living compensation, with correspondingly raised standards of entry into the profession, and a uniform certification of teachers by the State Department of Education. To use his words: "We must make teaching a vocation and not an avocation."

Following an attractive musical program provided under the auspices of the Raleigh Merchants' Association, Acting-President E. K. Graham, of the State University, delivered in presentation of the Calvin H. Wiley memorial bust a work of verbal art as delicately conceived and as finely chiseled as the marble itself from the hand of Ruckstuhl. Setting forth the education of all her children as the supreme duty of the State, he presented the bust of the first great State Superintendent as a fitting tribute from those children themselves to the State which had given them nourishment. The memorial was accepted gracefully and ably on behalf of the State by Secretary of State J. Bryan Grimes.

Interesting Departmental Sessions.

But all the effective work was not done in the general sessions. They attract more publicity, but in those earnest departmental meetings, where particular problems of pedagogical theory and practice and of school administration and organization were thrashed out, where problems of better organization and inter-organization in the Teachers' Assembly were hammered at, and where individual minds of the teachers came into contact and sometimes rubbed sparks, there most valuable and lastingly effective work was done. A study of the Proceedings of the Assembly alone will show just how much that work was.

The primary association broke the record by a high-water mark of one hundred and seventy-three members. They had some unusually live discussions among themselves and had as an expert Miss Ella V. Dobbs, of the University of Missouri, whose splendidly helpful address on the subject of hand-work in the elementary schools won the highest approbation from all the members. She also met with the young association of kindergarten teachers and the inspiration of her presence has been such as to set them at the task of the building up of a more efficient organization with renewed zeal and energy.

The grammar grade teachers' association had an exceptionally successful meeting with addresses from Professor Noble, Professor Highsmith, and Superintendent Pusey. Dr. Kilpatrick gave them a class-room talk on "Dewey's Doctrine of Interest," which was pronounced "a veritable gem of analysis and diction." The high school teachers and principals association had a most valuable discussion of taxation with reference to the high schools by Professor Charles Lee Raper, of the State University, and a valuable discussion of the financial side of school conduct by Professor Brauson, of Georgia, many excellent papers from high school workers of this State. The music teachers had a promising meeting, the second meeting in their history, and show signs of becoming a strong organization. The men from the academies and colleges were so interested in the other meetings that they gave up practically all their special program to attend other associations.

Called to meet on Monday preceding Thanksgiving, in compliance with the legal stipulation that they shall meet annually, the County Superintendents of the State, under the presidency of Dr. J. Y. Joyner, and the State High School men under Professor N. W. Walker, assembled in the hall of the House of Representatives and the Raleigh High School respectively, and held sessions up to the opening of the Assembly. Many of them stayed over for the entire week and added materially to the success of the Assembly as an organization and to the universality of its character. Features of the County Superintendents' meetings were the strong address of Dr. Joyner, which was by unanimous vote ordered printed and distributed broadcast over the State, and the address of President Eggleston on "The Opportunity of the County Superintendent.

New Officers.

The officers elected for the coming year are as follows:

Teachers' Assembly: Prof. M. C. S. Noble, of Chapel Hill, President; Miss Mary Owen Graham, of Charlotte, Vice-President; E. E. Sams, of Raleigh, Secretary; and S. S. Alderman, Raleigh, Assistant Secretary; Superintendent C. C. Wright, of Hunting Creek, and Superintendent E. D. Pusey, of Goldsboro, additional members of the Executive Committee.

Primary Teachers' Association: Miss Hattie Parrott, of Kinston, President; Mrs. T. Edgar Johnston, of Salisbury, Vice-President; Miss Lily N. Jones, of Durham, Secretary; Miss Ella Foard, Treasurer.

Grammar Grade Teachers' Association: Mrs. Hettie E. Fennell, of Wilmington, President; Professor J. A. Highsmith, of Pomona, Vice-President; Miss Annie L. Avent, of Pembroke, Second Vice-President; Mr. J. M. Broughton, of Raleigh, Third Vice-President; Mrs. A. P. Blalock, of Raleigh, Secretary-Treasurer.

High School Teachers' and Principals' Association: A. Vermont, of Smithfield, President; E. H. Moser, of Wakelon, Vice-President; J. E. Carlton, Secretary; H. H. McLean, Treasurer; and Miss Francis Womble and Professor N. W. Walker added as an Executive Committee.

City Superintendents' Association: R. H. Latham, Winston-Salem, President; A. T. Allen, of Salisbury, Vice-President; H. B. Harding, of Charlotte, Secretary.

WHERE FRANCES DREW THE LINE.

Frances was only four years old and it was her first visit to her relatives in a Connecticut town. A crowd of aunts, uncles, and cousins hovered about her and she was very much kissed. Withal she exhibited an extraordinary degree of patience and "stood for" the miscellaneous osculation without demur. After a while, when the gauntlet had been run, her Uncle Dick said:

"Now, Frances, I am going to take you out to see the cow."

Outside the door the little one asserted herself. "See here, Uncle Dick," she said, "I want you to understand that I am not going to kiss no cow."—Chicago Record-Herald.

STAR FRIENDS

By Superintendent T. Wingate Andrews, Reidsville, N. C.

"The heavens declare the glory of God, and
the firmament sheweth His handiwork.
Day unto day uttereth speech, and night unto
night sheweth knowledge."

Friendship is one of the dearest things of life. Without friends life would not be worth living. Children would not like to go to school if they found no friends there. Teachers would not like to teach if they had no friends among their pupils. He lives most and is happiest who has most friends.

We ought to be glad, then, when we have an opportunity to make new friends. We might have more friends if we would only look them up and learn their names and let them know that we love them. They will be ready to welcome us when we welcome them.

How many of you have friends among the stars? Every night when the sun has set a thousand friendly stars come out to welcome you. Yes, more than a thousand. In fact, so many that nobody knows exactly how many. Some of them have names. Do you know them? If not, you should learn them, for stars make fine friends.

The North Star or Polaris.

One of the first stars that you should know is Polaris. All the other stars come and go with the seasons, except those that are near enough to Polaris to be his special friends. There are winter stars and summer stars, autumn stars and spring stars. These in their seasons rise in the east at evening and through the night move in circles across the sky and set in the west, somewhat after the manner of the sun by day. But Polaris keeps his place all night long every night in the year. He is near the center of the circles made by all the other stars. He moves around in a small circle whose diameter is about five times the apparent diameter of the moon, but this is so small for star circles that he always seems to be in the same place.

Polaris is almost exactly north of us, and if you were at the North Pole he would be directly over your head. That is why he is called Polaris, or the Pole Star. He is frequently called the North Star. But his real name is Polaris, and that is the way you should write it when you send him a letter!

The poets have always loved Polaris. Shakespeare let Julius Cæsar, one of his great heroes, say:

"But I am constant as the northern star,
Of whose true-fixed and resting quality
There is no fellow in the firmament."

In his hymn to the North Star, Bryant says:

"The sad and solemn night
Hath yet her multitude of cheerful fires;
Her constellations come, and climb the heavens
and go.
And thou dost see them rise,
Star of the Pole! And thou dost see them set."

Polaris is especially the sailor's friend. For thousands of years sailors have looked to him and guided their ships by his friendly and unerring light. For this reason he is sometimes called Stella Maris, or Star of the Sea. He was the friend of Columbus on

that first long and lonely voyage across the Atlantic. To-day sailors steer their ships by the aid of the mariner's compass, but they still look to Polaris to see if the needle of the compass points in the right direction.

In Lalla Rookh, Moore has given us a beautiful picture of this star:

"Thou loveliest, dearest of them all,
The one whose smile shone out alone,
Amidst a world the only one!
Whose light, among so many lights,
Was like that star, on starry nights,
The seaman siugles from the sky,
To steer his bark forever by."

To all who know him he is—

"A beauteous type of that unchanging good,
That bright eternal beacon, by whose ray
The voyager of time should shape his heedful way."

Polaris is a bright star, but he does not look to be very large. He is a star of the second magnitude. That is, he is not so bright as the brightest stars, but belongs to the next grade below. That is because he is so far away.

All the stars are so far away we do not measure their distances in miles. We must have a longer mesure. Light moves at the rate of about 186,000 miles a second. A sunbeam would travel around the earth more than seven times in one second! At this rate, how far would it travel in a whole year? Now it takes a star beam more than fifty years to travel from Polaris to our earth! He is so far away that if you should go to him and look back you would probably not be able to see our sun at all without the aid of a telescope.

How to Find Polaris.

To find Polaris, go out at 12 o'clock, when the sun is shining, and set up a stake. At the end of the shadow made by this stake set up another stake. These will point you to the north. At night locate as nearly as you can the point directly overhead, the zenith. Then with your face to the north pass your eye down to the horizon. Polaris will be directly above the horizon and a little less than half way up to the zenith. He occupies an open space and can easily be found.

When you have found Polaris, notice carefully the positions of other stars near him early after dark. Then before you retire look at them again. You will see that he is at the center of a great star merry-go-round. If your eyes and ears are sharp enough, you may see the star horses and hear the star music!

In the next story we shall become acquainted with the special friends of Polaris, the Great Dipper and the Little Dipper. These are also called the Great Bear and the Little Bear.

THE MAN AND THE BOY.

A man of high social position was forced to stay over a couple of days in a small country town. Desiring to post some letters and not knowing where to find the post-office, he said to a small boy gruffly: "Son, I want to go to the post-office."

"All right, hurry back," said the boy soothingly.
—Lippincott's.

THE PANAMA CANAL: "THE LAND DIVIDED, THE WORLD UNITED"

By S. S. Alderman.

Four hundred and a score years ago Christopher Columbus, under the impulsion of the great delusion of the middle ages, sailed the Atlantic in the vain purpose to discover a direct western route from Europe to Cathay. On the 10th of October, 1913, President Wilson touched a tiny key in the White House and flashed a stimulus through the world-nerve of the electric wire exploding tons of dynamite under Gamboa dike, the last barrier between the oceans; the waters of the Atlantic mingle with those of the Pacific and the dream of Columbus and of medieval Europe was achieved.

Immediately the Spaniards became convinced that natural passage between the continents was effectually cut off by the tantalizing isthmus, the imagination of the world began to toy with the idea of an isthmian canal. As early as 1550 the Portuguese navigator, Antonio Galvao, published a book setting forth its feasibility, surveys were made, but no work was done by the Spaniards. A great impulse was given the idea in 1823 when the Central American republics acquired their independence. Numerous concessions were made from that time until 1887 to private companies in Holland, France, Belgium, and the United States, but no actual work was started. The discovery of gold in California in 1848 necessitated improved communications with the west and the United States Government became very much interested in a canal. It sent out a series of expeditions between 1870 and 1875 which reported that the only practical routes were Nicaragua and Panama, the former being considered to possess greater advantages.

Meantime the completion of the Suez Canal in 1869, and its commercial success drew European attention to the Central American isthmus. The "Societe Civile Internationale du Canal Interociauque" was organized in Paris and sent out Lieutenant L. N. B. Wyse, of the French navy, to explore. He obtained a concession from Colombia in 1878. In May, 1879, an international congress met in Paris under the auspices of Ferdinand de Lesseps and decided to build a sea-level canal at Panama. A French company was formed with Lesseps as president and bought the Wyse concession for 10,000,000 francs. Plans were drawn for a canal to follow practically the same route as the present, and the work progressed until it was found that a sea-level canal was impracticable because of the floods of the Chagres River. The plans were changed to include locks and the work pushed until the company was bankrupted by corrupt management.

The Second Panama Canal Company was formed in 1894 and bought up the rights and properties of the first company. Work on a two-level lock canal progressed until 1899, when 5,000,000 cubic yards had been excavated. The engineering difficulties had been skillfully solved by the French, but financial difficulties grew and became almost insuperable when the United States appeared as a possible competitive builder. The Spanish War created great popular interest in the canal, and Congress appointed the Isthmian Canal Commission in 1899. This commission found the French company unwilling to sell its rights and properties in Panama but found Nicaragua and Costa Rica anxious to grant concessions,

so it advocated the building of a canal over the Nicaragua route. This report caused the French company to change its mind, and in 1902 it agreed to sell out for \$40,000,000. The Spooner bill authorized President Roosevelt to buy the properties of the French and to negotiate with Colombia for control of a six-mile strip of land across the isthmus. The Colombian Senate refused to ratify a treaty providing for this, and it seemed as if the Panama scheme would fall through, when Panama revolted from Colombia in 1903, became independent, and granted to the United States control of a ten-mile strip of land.

Then arose the great engineering problem as to whether the canal should be sea-level or should have locks. A board of consulting engineers, including many of the most prominent of the world, was appointed in 1905. The majority of this board reported in favor of a sea-level canal as the only plan which would assure safety, and estimated the cost at \$250,000,000, and the time required to build it at thirteen years. The minority reported in favor of a lock canal on the grounds that it would cost almost half as much, would take less time to build, would be easier to enlarge in the future, and would solve the problem of taking care of the flood waters of the torrential Chagres River. In 1906 the Canal Commission accepted the minority report in favor of the lock canal. President Roosevelt decided it best for the canal to be Government-built by the Government engineer corps, since bids from private companies had proved unsatisfactory. Major (now Colonel) G. W. Goethals was made engineer-in-chief, and under his efficient direction the work on the canal has progressed to practical completion.

As it now stands, almost ready for use, the Panama Canal is the most gigantic engineering achievement of all ages. It is the result of the excavation of 242,000,000 cubic yards of earth and rock, or an excavation equal to a fourteen-foot tunnel 8,000 miles long, or large enough for a subway train to pass completely through the diameter of the earth. The total cost has been estimated at \$375,000,000. A peculiarity of the canal that quickens the imagination is the fact that the Pacific end is east of the Atlantic end. You can sit in your room in the Tivoli Hotel in Panama City and have the novel experience of seeing the sun rise over the Pacific Ocean. This is because the isthmus here runs not north and south but east and west, with a goose-neck crook northeast and southwest. Let us start at the Atlantic end and take an imaginary trip through the canal to the Pacific. From deep-sea in the Caribbean it is dredged to a minimum depth of forty-one feet for five miles before reaching the shore line, then two miles through low-lying land to the Gatun locks. We are almost dazed by the enormity of these three-flight double locks, with their massive gates looking like underground flatiron buildings. They swing easily aside, however, and our vessel enters and is lifted to an 85-foot level above the sea. Huge electric locomotives running along the sides on tracks tow us along to Gatun Lake. We pass through this beautiful body of fresh water, formed by the impounding of the waters of the Chagres behind the mighty Gatun dam, and proceed at almost full speed for sixteen miles through a 1,000-foot wide canal to Tabernilla. Here

the canal begins gradually to narrow until, when we reach Culbera it is only 300 feet wide. The famous Culebra Cut is the most spectacular part of the canal and looks like a great artificial scenic canyon. It is the great avalanche-slides of earth from the sides of this cut that have postponed the completion of the canal until this trip of ours, probably August, 1915. The Culebra section is terminated by the Pedro Miguel locks, similar to the Gatun locks, but having only one flight instead of three. This lock lets us down thirty and one-half feet, and two miles further south the two flights of the Miraflores locks give us the remaining descent of fifty-four and two-third feet to sea-level again. Thence for eight miles we proceed through dredged channel to the deep water contour of the Pacific, the whole trip having been just fifty miles and having required about ten hours.

What this canal will do for world distances is dramatically shown by the story of the old flagship Oregon. In 1898, while the Nation watched with bated breath, she made her record run of 12,000 miles without a stop, plowing down the Pacific, rounding the perilous Horn, charging northeast up

the South American coast, and reaching Santiago harbor in time for the battle. The trip took a month. When the canal is opened the same battleship will lead the procession of the Atlantic fleet through the canal and make a trip equal to that of 1898 in eight hours.

We can only enumerate a few of the greater effects of the canal. It will add a tremendous impetus to world-trade, effecting first our seaboard states, then spreading in influence to every maritime nation, it will cause a great development of the virile little Latin American republics; it will double the efficiency of our navy, allowing one fleet to defend both east and west coasts of the country; by the fortifications at its mouths it will play a strategic part in any great naval war and will be powerfully operative for world peace by making it impracticable for any nation to go to war with the United States; it will draw the ends of the world closer together, and will unite Orient and Occident in more powerful bonds of common interest, sympathy, and understanding.

A COURSE OF STUDY IN GEOGRAPHY--II

John E. Smith, University of North Carolina, Chapel Hill.

Third Grade.

Review the work of first and second grades and enlarge upon it. Use photos and illustrations from every available source; also numerous specimens of minerals, vegetable, and animal products and manufactured articles. Have these materials in the hands of the pupils as they are studied. Pupils should make numerous observations in nature as assigned. Teach them to tell a simple story on each topic.

The State text may be used as a reader as far as page 32. Question pupils on subject matter and on illustrations as in the reading lesson.

The Earth.—Rocks: massive or broken, hard or soft, colors and uses. Soils: colors, coarse, fine, sandy, cloddy, clays, peat, etc., and uses, brick, roads, agriculture, etc. Water: rain, wells, mineral springs, ocean. Elements of weather and climate, also movements of clouds, rain, etc., with change of wind direction. Study variations in weather with change of seasons: Thanksgiving, Christmas, Easter, Independence Day; also length of sleighing and skating seasons in different places. Make observations on the power of running water to move logs, etc., to turn mill wheels, to wash away soil, banks and bridges, and to deposit gravel, sand, and soil. Work of the wind.

Observe unequal brightness of the stars, "Big Dipper"; sun and moon rise and set, motion of the earth. Teach simple ideas of day and night and of the calendar. Location of grand divisions on globe, wall maps, or map in book. Make simple measurements of distances about home and school; also to scale of miles on map of home vicinity, county, or State.

Plants.—Increase the number of familiar, wild and cultivated flowers, trees, fruits, vegetables, field crops, etc., to ten or more each. Which are useful? How? In what ways are some injurious? Study in some detail which are for home use, which are shipped away.

Emphasize the distribution of plants, their numer-

ous uses, and their dependence on the soil. Animals could not live without plants; man must have both. The importance of the soil.

Animals.—Pupils learn to know eight or ten domestic animals and as many common wild forms; also their habits, homes, and uses—wool, furs, hides, foods, and beasts of burden. From pictures of wolf, fox, and lion, make simple comparisons with the dog—appearance, place, and manner of living. In a similar way compare buffalo and cow, also cat and tiger.

Name and recognize fifteen to twenty common wild and domestic birds. Study about their food, homes, migrations, etc. Learn to know a few burrowing animals and their work; also a few fish (fresh and salt water). Study the work of several useful and harmful insects, reptiles, etc., such as worm, caterpillar, mosquito, ants, snakes, toads, etc., and the habitat of each as water, swamp, field, woodland, or hill.

Man.—Make model (in sand) of pupils home and vicinity and later a simple map of it to scale. In a similar way study home county, showing principal streams, roads, railroads, schools, mills, towns, cities, lakes, mountains, mines, etc. Use wall map of North Carolina.

Make imaginary journeys from home of pupil to various parts of the county and State by boat, train, or automobile. Study home conditions in your community; work of children and the various occupations of adults, noting the permanence of results obtained. Teach industry and economy.

Make a special study of the principal materials used for food, clothing, buildings, etc., their sources, acquisition, transportation, and preparation for use. From stories, pictures, etc., compare and contrast the foods, clothing, modes of travel, home life, etc., of people in the Arctic and in other countries with that in North Carolina. Pupils learn to tell simple stories about these peoples.

OUR GREATEST EDUCATIONAL INSTITUTION

By E. C. Brooks.

So much money is being spent to-day on public school education and so much is being written about the public schools, that we are sometimes in danger of losing sight of the fact that the home and not the public school is our greatest educational institution. A child's period of instruction is divided into three parts: (1) The first five or six years of its life when the home has the exclusive training of the child; (2) the next ten or twelve years when the public school merely supplements the home training; and (3) the last period of from four to eight years when the school transfers the youth from the home to the world. The first is referred to as home training, the second as public school training, and the third as college and university training. It may be profitable for parents to consider this first stage as a period of schooling and to appreciate more fully what is accomplished in this period. The child develops faster and learns more in this period than during its entire public school career, and, without some sane guidance, the public school period is impossible except in rare instances. These statements may seem at first to be exaggerations. But let us analyze the work of the mother and the development of the child in a well regulated home.

The child at birth is only a little lump of living matter with certain inherited tendencies ready to respond to certain stimuli which have given directly or indirectly by the mother-teacher. She cares for the organs of the body and health is preserved. She stretches forth her hands and the little limbs respond immediately. The child learns to balance itself, use its muscles and the basis of a strong physical self is formed and future exercise is determined.

She shapes her mouth to certain sounds and the infant vocal organs catch the note and the child acquires a vocabulary and learns to use a language by which it is able to make its likes and dislikes known. She brings bright colored objects before its eyes or sings a soft cooing lullaby and an aesthetic sense is stimulated. She brings in playthings of various shapes and sizes, and a sense of ownership is aroused. It piles blocks on blocks and the constructive instincts begin to grow.

She restrains or encourages its tendencies and it learns to watch for approval or disapproval and habits of conduct are acquired. It sees disagreement, discord, and friction, and it learns to distinguish between the authority of the home and the lure of the street. The mother is constantly fixing standards of conduct. She speaks of acts as good or bad, things pleasant and unpleasant, great and small, mine and thine, and a moral sense is stirred.

She refers to deeds in the past, and the little brain, somehow, experiences a new sensation, the mind begins to recall things, and memory is born. With the use of a language and a developing memory it acquires a working group of ideas that gives it a place in the mental life of the community. Its consciousness is filled with images which the mother helps it to separate into real or fanciful things, and it gradually learns to speak the truth. It learns the relation of cause and effect, acquires a stock of general truths and develops the power to judge, which is at the basis of all reasoning.

Language, memory, self-assertion, self-control, thinking—all these are acquired in a good home and in the acquisition of them the child acquires a distinct personality that makes it unlike all other children. And this is the normal six-year-old child that comes from a unified home in which the mother is free to guide its growth and development and the father gives encouragement and material support. The history of our reformatories shows that the flotsam and juvenile criminals come from no homes, or those that are so demoralized that they are worse than no homes. Here the child had no responsible person to aid him in shaping the physical, correcting tendencies, forming habits, gaining knowledge and developing power. When the public school period begins, what can it do with such a child? No home to supplement and no organized capacities to work with. The public records show that the great majority of the pupils that pass from grade to grade come from homes in which the father and mother are practically a unit on household management and have deep concern for the welfare of the child.

Of course, it is worth much to a child to have good ancestors; but a child of good ancestry if neglected during this period—if put in a brutal and starved home, or one that is completely demoralized, and if left to chance and haphazard, to give direction to its growth and development—will reflect its environment in after life and lose even much of its inherited tendencies. A good home, therefore, is the best educational institution; and the child's success is absolutely dependent upon the training it receives in this institution.

ARE YOUR PUPILS USING THEIR TOOLS?

By W. J. Peele, Esq., of the Raleigh Bar.

The following extract from a table in the annual report of Superintendent C. C. Wright, of Wilkes County, may be of interest to a number of the readers of *North Carolina Education*, since it shows the

Number of Pupils Studying the Different Branches.

	1900.	1913.
Pupils studying arithmetic.....	2,185	3,987
Pupils studying language and grammar	869	3,029
Pupils studying geography	1,265	2,520
Pupils studying physiology	405	1,078
Pupils studying North Carolina history	365	655
Pupils studying United States history..	364	1,967
Pupils studying agriculture	0	367
Pupils studying civil government.....	51	373
Pupils studying higher branches.....	16	168

I do not know how far the other superintendents take pains to know and publish whether their pupils are actually making themselves familiar with their tools the text-books—prescribed by the laws of the State, but a friend of mine told me that a pupil in the schools of a certain city in North Carolina named after a very great civilian was running round over the town trying to find a man who knew the names of the Cabinet officers, and the worst thing about it was, he was calling this a *lesson in civics*—and he had no book either!

FOUR YEARS OF BETTERMENT WORK AT PANTEGO

By Mrs. E. S. Credle.

[From a paper read at the reception given to the patrons of Pantego High School by the Woman's Betterment Association.]

These golden October days mark the fourth anniversary of the life of the Woman's Betterment Association of Pantego.

It was organized October, 1909, with twelve active and eleven honorary members, the dues 10 cents for grown people and 5 cents for children. Very soon all were "up and doing," working cheerfully and heartily. What was accomplished the first two years may be outlined as follows:

October, 1909, to October, 1910.

One bazaar, one oyster supper, one social, three festivals, worked the quarter plan, and the dues. From all about, \$148.87 was realized.

During this year we bought for the school one teacher's desk, one desk chair, nine school desks. We made a payment of \$97.43 on fifty school desks, leaving in treasury \$6.35.

October, 1910, to October, 1911.

We had a "Cobb Webb social," Valentine party, ice cream suppers, rummage sale, festivals, and the dime slips, with the dues, realizing about \$310.02. An expenditure of \$47.52 cents was made for blackboards. Seats for auditorium, \$136.35. Balance due on desks, with freight, \$42.47, and other expenses, such as stoves, curtains, brooms, etc., \$90.03; total, \$316.37.

October, 1911, to October, 1912.

I was made treasurer of the association in 1911, and since that time have a strict account of all transactions. Having no money in the treasury, and so much needed, we resolved to get to work. The first thing we had was the "War of Roses," which caused no little excitement, realizing from it \$121.11. "Chain-gang" socials, rummage sales, Christmas cantata, serving dinner at farmers' institute brought us \$109.15. The great contest, which will never be forgotten in Pantego, yielded \$484.50; total, \$714.76.

With this money we purchased a piano costing \$125.41. This is the cause of music being taught in our school to-day. We paid the balance due on seats in auditorium, \$100. Drum, stoves, stove-pipes, window-panes, door locks, erasers, dust pans, oiling floors, stage curtains, programs, and numerous other incidentals cost \$64.56. To the Aycock Memorial Association we gave \$5.00. Work on school building, consisting of laying new floor in the old room, painting interior of auditorium, buying and placing the four beautiful columns, painting exterior of whole building cost \$400; total, \$694.97, leaving in treasury \$19.79.

October, 1912, to October, 1913.

Dinner served at farmers' institute, festival, domestic science class, and dues, brought in \$65.21. Expenditures were made as follows: One case of maps, \$7.79; paid janitor, \$15.00; Window-shades, \$2.50; one teacher's desk, \$10.50; one teachers' chair, \$5.00; freight on both, \$1.40; plates for catalogue, \$5; flood sufferers, \$5; programs, \$3.50; tuning piano, \$5.00; incidentals, \$24.01; total, \$84.70, leaving in the treasury 30 cents. Our receipts for the

four years have been about \$1,238.86, and our disbursements \$1,238.56.

Who is not proud of this record? We have only twenty active and thirteen honorary members now. Have we ever thought of the deep meaning of the three words, Woman's Betterment Association? The work of it does not end in a day or a year, but goes on and on as long as within the limit of its work; there is a need to be responded to, a condition to be bettered. This should not be the work of just a few in a community, but of everyone. Wherever there is an association it seems almost a religious duty for everyone to be a member of it and a worker for it.

This association is only in its infancy. What it has accomplished is most gratifying to us. Who can foretell its future work?

Let us each have a part in it, a real work, so that those who come after us may be able to say: "They builded better than they knew."

"DO THE BEST YOU CAN FOR THIS BOY."

From Dr. Ira M. Hardy, Superintendent of the School for the Feeble-Minded at Kinston, comes the following enclosure, which, he says, is only one of the many such letters he is continually receiving, the post-office and name of the writer being omitted:

"Dear Sir:—I know of a boy here in town fourteen years old who has been in the graded school here since he was six years old and is still in the first grade. Please send application blank and I will fill it out and return to you. Do the best you can for this boy.

"Very truly yours,

Dr. Hardy's reply to such letters as these is an interesting suggestion of the duty of the public schools and of the public toward subnormal and feeble-minded children:

"There are hundreds of just such children as you referred to in the public schools to-day. Is it any wonder that teachers have such a hard time? Such children should by all means be taken out of school so as to give the teacher chance to give more time to the normal children, for they are in no way prepared to teach backward children with a class of normal children. I know of some teachers that have as many as sixty children in one grade. If they are all normal she has her hands full. I hope the time is not far distant when the schools will have a sufficient number of teachers to give each child a chance. A special class should be begun for backward children in all graded schools where there are two or three hundred children and the best teacher put in charge of that class. Those that cannot improve under such instruction should be sent to the School for the Feeble-Minded."

STOCKS AND BABIES.

"What's the baby crying for now?" asked the head of the house from the depths of his paper.

"He wants his own way," answered the mother.

And with his mind on the latest stock quotations Hubby replied: "Well, if it's his, why don't you let him have it?"—Lippincott's.

School Room Methods and Devices.

THE BEST WAY TO LEARN A LESSON IN THE LEAST TIME.

The assistant professor of experimental pedagogy in New York University has recently published in the New York World the results of experiments with twenty-seven boys of various ages. The object sought was a method by means of which a pupil could learn a lesson in the least time.

The experiments extended over a number of weeks and reduced to conclusions, show:

That, to memorize a verse, a poem, a prose passage, a definition or a rule, the time saving way is to repeat it from beginning to end at each reading.

That less actual time is required to learn a verse, poem or other lesson, if it is repeated from beginning to end once a day at a given hour, instead of repeated at short intervals at one sitting.

That, while adults memorize more quickly than children, the retentiveness of the child mind is greater than the man's.

That, while a bright child will learn faster than a dull child, the latter retains what is learned better.

Other experiments at the laboratory in which Professors Meumann, Ebbert, and Mayer had a part, sought to settle the matter as to how to study effectively.

This has always been a problem in every household where there are children of school age.

Should a child go off in a corner, open a book and try to absorb it in silence?

If he recited the lesson, would the sound of his own voice help him along?

Is there any advantage in the pupil being alone with his books, or would he learn faster with other children gathered about, alike busy at their studies?

These experiments were carried out with painstaking care and repeated until the trend one way or another was definitely established.

As a method of study, it was found that children learn more easily by reading silently or in a whisper which they alone can hear. Older persons succeeded better by reading half aloud.

In the test of the ability of school children to work alone or in company with others, the result was reached that, with class-room groups of pupils, the work was superior to that done by individuals of the class working alone in a school-room.

It was also found that school work prepared at home was usually inferior to work performed in school, thus proving in a general way that the environment of the school, with its desks, black-boards, maps, etc., makes for mental concentration on topics suggested by the surroundings.

How the Experiment Was Conducted.

Starting with a nine-year-old boy of average intelligence, a poem with four verses of six lines each was placed in his hands, to be committed to memory. He was to read it aloud until he was able to repeat it without making a mistake.

As he read, the professor, who had a copy of the poem, marked with a vertical pencil stroke each line as it was repeated. If to memorize a particular line required four readings, four vertical strokes were

marked against that line, and so on until the poem was recited without an error.

This boy divided the poem into parts. Certain lines were repeated a number of times; certain words were repeated. At no time did he follow any method in learning the poem. He picked it out piece-meal and it required twenty-six repetitions to commit it to memory.

A week thereafter the same boy was given another poem, similar in lines, verses and character, and instructed to repeat it aloud always from the beginning to the end until it was learned. The professor marked the lines with a pencil stroke as before. By this method—the study of the poem as a whole, instead of in fragments later to be put together—he learned the verses after fifteen readings.

The next test was to decide whether in actual time of study a pupil could learn a poem easier by keeping at it until he had committed it to memory, or by studying it as a whole once each day for as many days as were necessary to memorize it.

This latter method proved the most satisfactory, both as to saving of time and work. Reading the poem through once a day for eight days, the boy was able to repeat it without error.

It is interesting to know that this was the method used by the Greeks in learning the poems of Homer. It is also the method used by the Servians in preparing for their song festivals. They sometimes sing songs which are from five hundred to a thousand lines long. Always they learn these song by listening to one of their number sing or recite them at a certain hour in the evening until all have become familiar with them.

By studying a poem from beginning to end once a day until it was learned the percentage of saving in time was 77.8, as against 60. for studying from the beginning to end at one sitting and as against 38.4 by studying a line or two, going back, going forward and completing the poem without method.

* * *

USEFUL DEVICE FOR TEACHING GEOGRAPHY.

By Lucy Culbertson, Statesville Graded School.

In the Horace Mann School at Columbia University, one of the devices suggested for teaching geography in the intermediate grades is that of the mirrorscope. After a country has been studied each child is encouraged to collect post-card views on that particular country, and on Fridays these views are shown. This plan has worked well in our school. To accomplish this very little expense is involved. The room is darkened sufficiently by lowering all of the shades. For a screen upon which to throw the pictures we reversed a large map of the world, which is at the front of the room. This is excellent for the purposes. The mirrorscope is placed about the center of the room so as to be attached to the electric current. When the views are thrown upon the screen each child tells something about the view, having previously collected facts about his scenes (for this purpose). In this way not only is the inter-

est of the class aroused, but unconsciously they are becoming familiar with the customs, scenes and habits of many countries.

THE BEST READING.

The best reading that the writer has ever seen in a third grade was done by children who read to each other. They used the readers in the school and books from home and from public library. Each child was permitted to make a selection and submit it to the teacher for approval. Then came the period of preparation, extending over two or three days or even weeks. During this time the child was supposed to study the selections carefully, learn the pronunciation of different words, and practice reading the selections so that he might give pleasure to those for whom the reading was done. The one good reason for reading aloud is to read to an audience. These children were participating in a social situation which demands much of them, and they enjoyed the hard work which was necessary because the motive back of it all was genuine.—Dr. George D. Strayer, Columbia University.

GIVING MOTIVE TO A HISTORY LESSON.

Ask the pupils to name the greatest American. Let them consult their parents before deciding. (For obvious reasons it would be well to rule out Washington from the list.) The answers will be various. Clay, Webster, Calhoun, Jefferson, Lee, Lincoln, Grant, Jackson, and others, will probably be named. But ask each to give a reason for his choice. The teacher will then see how little pupils really know about the only characters of history that they know anything about. Encourage each to make a special study of the one chosen. The teacher should take a personal interest in the research by pointing out books that will be helpful. After a few weeks have a free-for-all debate in which every one may extol the good qualities of his favorite. If a boy is interested in a certain historical character as his ideal man, his father, as a rule, will aid him in securing books that will increase his knowledge, especially if the father made the suggestion that caused the boy to select just that particular character.

STORY OF GEORGE TINWORTH, POOR BOY WHO BECAME A SCULPTOR.

While on his way to his studio in London, September 30, George Tinworth, the veteran sculptor, collapsed in the train and died. He was seventy years of age.

The son of a Walworth wheelwright, George Tinworth was apprenticed to that trade and surreptitiously carved models from spare pieces of wood in the shop. He has illustrated these first furtive efforts in art by a terra cotta panel which was exhibited at the Walworth library two years ago.

His father regarded this bent of his son with disfavor, but the lad persisted in spite of obstacles and very literally stumbled into the opportunity of obtaining a training. With such rough implements as a nail and a hammer he had carved out of sandstone a small head of Handel. About that time the Lambeth School of Art was established and, accompanied by a friend, young Tinworth, poor and none too well dressed, went to survey the possibilities it offered him.

But the respectability of the students scared them and some nights passed before they ventured upon a further inspection. Tinworth, holding the Handel bust, climbed upon the shoulders of his companion and stared through the window and next he applied an ear to the keyhole. He was in that attitude when the door precipitately opened and a mischievous push from his companion sent him stumbling into the arms of Mr. Sparkes, the master. He was still clutching his standstone model. The master's interest was aroused and the result was that the poor lad became a student.

The little bust which brought him such good fortune had been cherished ever since by Tinworth, who repeatedly declared: "That head is my mascot."

When twenty-four years of age and after he had studied at the Royal Academy schools and had exhibited a plaster group in the Royal Academy he joined the Doulton Potteries, and he has been responsible for some singularly beautiful terra cotta reliefs. His home was steeped in a Biblical atmosphere, this early influence being manifest in his mature work, and his panels are chiefly seen in cathedrals and churches. Good examples are "The Crucifixion" in the reredos of York Minster, the twenty-eight panels in the Guards' Chapel at Wellington Barracks, St. James's Park, and "The Coming of Calvary" in the modern cathedral at Truro, and two panels in Sandringham Church. His "Judgment of Pilate" was commended by that exacting critic, John Ruskin. One of his last works was for a New York church.

It is interesting to recall that Mr. Tinworth held the theory that the Venus di Milo—the classic figure without arms—was nursing her son Cupid. He once said that his finest panel was a production called "Preparing for the Crucifixion," but when asked where it was he would only vaguely answer, "Stowed away."—New York Times.

THE FRIENDLY SHADOWS.

By Sylvia L. Arrowood, Hemp, N. C.

The troops of shadows on the grass,
Like dancers, are, to me.
They forward move, and backward pass,
With movements gay and free.

I watch them as they slip and sway,
They slide, they flirt, they bow,
They're glad, they're mad, they're wild, they're
gay,
They're sad, they're weary now.

For shadows are not free to talk,
They're tied close to the trees;
They'd love to dance off down the walk,
And play just where they please.

But when it's twilight, off they whisk;
Ah, that's the time they love,
For then they're free to run and frisk,
Both near and far to rove.

I love the silent shadows,
They are like friends to me,
And I am always happy
When twilight sets them free.

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Is the daily work in the school-room worth talking about after the children leave school? If not, it is hardly worth doing.

It is well enough to say that you do not want the children to study at home. But after all, are you really honest about it?

It is a little early, but since this is our last opportunity this year, **North Carolina Education** wishes all its readers a very merry Christmas.

"David did effective service with a simple sling and a few smooth pebbles. He didn't require a wagon-load of apparatus. That was because he was David," says Editor Carson.

Said Miss Dobbs, of Missouri, before the Primary Teachers' Association: "Initiation is the ability to start things; efficiency is the ability to make them go."

No, dear, the colleges do not close at the end of the football season. However, it is a fact that they close shortly after the end of the college baseball season.

Are you teaching the pupils to think? Can you talk about the school-room subjects in a way to lead the child to see that you are thinking? The Reading Course should be so conducted as to make the teacher think.

Don't be too sure that the teaching of sex hygiene will solve the great social problem. Very many wise people, both in and out of the profession, have grave doubts as to whether the school-room is the place for this subject.

Hon. Josephus Daniels is the first Commissioner of Education of the Navy as well as its efficient Secretary. He is establishing schools where they should be established, and giving the officers something to do that is really worth while.

The Socialist party in Massachusetts has this plank in its platform: "Compulsory schooling for all children with free meals, until the age of sixteen, and the abolition of child labor." Now, what do you think of that for a tendency?

Why should the same type of high school, teaching the same uniform text-books, be established in every township? One classical or college preparatory high school is enough for a county, judging from the number that go to college.

This month's issue was delayed a few days in order to get in the account of the Teachers' Assembly. Our readers are still exhorted to expect their papers the first week in every month (except July and August), and to complain straight at the publisher if the paper does not arrive promptly.

Supt. John C. Scarborough, in a vigorous speech before the County Superintendents, protested against calling children "kids" and their school conveyances "kid wagons," as is the way of some. "My children are children," he exclaimed with eloquence, "I am not a goat!" And he was merrily applauded.

Don't you recollect that a few years ago it was professionally dangerous to advocate vocational training, that is, if the superintendent showed signs of moving toward vocational training? But to-day it is a sure mark of the old fogey to oppose it. For two generations we have been building normal schools to train elementary and secondary teachers. Now the call comes for specialists of infinite variety.

Now we have a "Bill of Rights for Childhood" written by V. H. Lockwood, and it has started the rounds somewhat as the "Boy's Creed" did a few years ago. But its principles are good. It states that every child has the inalienable right "to be born right. To be loved. To have his individuality respected. To be trained wisely in body, mind, and spirit. To be protected from evil persons and influences. To have a fair chance in life." But after all—well, maybe so.

Each generation inherits from the preceding one some things it does not have to get used to. "We should remember," said Miss Dobbs, of St. Louis, to the Primary Teachers' Association, "when taking stock of our aversion to new things, that many things new to this generation will be but familiar commonplaces to the next. To the baby nowadays the ringing of the telephone bell is among the first familiar household sounds and he takes perhaps his very first ride in an automobile."

Last month an item in this department called attention to the home industrial subjects taught in Missouri schools. This caused the information to

come to us that Mrs. J. L. C. Bird, teacher of Domestic Science in the Marion schools under Supt. I. C. Griffin, is carrying on the same kind of home work with her classes. The parents are requested to mark on a furnished report card the work of their daughters in bed making, sweeping, dusting, kitchen work, and ventilation as satisfactory or unsatisfactory for each day in the month. The grading received at home counts in making up the general average for the month at school.

A TEACHERS' EXCHANGE DESIRED.

We have been advised that at the last meeting of the county superintendents and high school principals and teachers at the Summer School of the University of North Carolina in July it was suggested that **North Carolina Education** be requested to carry a column on materials for debates and school entertainments. Another good suggestion in that connection is that we establish a Teachers' Exchange in which those who might have entertainment material could give lists of it and tell what they needed in exchange; or it is advised the space might be better filled with reviews of plays suitable for presentation in schools.

We shall be glad to devote a page or a column each issue to the purposes mentioned above. If the teachers would respond promptly it could be of considerable benefit.

TWO REMARKABLE ATTENDANCE RECORDS.

The story of a remarkable attendance record from a single family was related by Superintendent J. B. Robertson, of Alamance County, who attended the Teachers' Assembly last week. Mr. Charlie Newland is an industrious but not a wealthy farmer in Newland's Township of that county. He is blessed with a number of children and with a desire to educate them.

Year before last (1911-1912) he had six children in Green Hill school. At the county commencement the six children carried home six honor certificates for being neither absent nor tardy during the entire year. Last year (1912-1913) five of the children were in school. At the county commencement they took five honor certificates for the same record. This year (1913-1914) Mr. Newland has five children in school, and up to the present time they have met all the requirements for a perfect attendance record.

These are all the children of school age that Mr. and Mrs. Newland have. The baby of the family is six years old and is going to school this year. Although she has to walk more than two miles over a red road, little Sadie goes every day and doesn't ask to be hauled. Apparently she has no more use for a "kid wagon" than Supt. John C. Scarborough has.

While in Raleigh attending the Teachers' Assembly, Superintendent Coppedge, of Richmond County, told of a record made by one of his teachers that

every friend of education in the State ought to be proud of. Miss Pat Monroe, in charge of Prospect school, which is a one-teacher institution in a special tax district, has not had a single tardy in her school for the past fifteen school months. And during the twenty-three school months previous to this last record she had only two tardies. In other words, during thirty-eight school months only two of her pupils have been tardy and not a single tardy has occurred during the last fifteen months.

For an attendance record by a family on the one hand and a school on the other, these instances are well worth mentioning. Enough families like Mr. Newland's and teachers like Miss Monroe would soon put illiteracy out of business in North Carolina.

W. F. M.

WHY DIVORCE IS ON THE INCREASE.

One of the greatest questions that the school has to deal with is the homeless child. This does not mean altogether the orphan, but those children who come from homes where there is no family unity and where divorce is frequently the remedy for still greater ills. President W. A. Mills of Hanover College gives the following table which represented conditions in 1905:

Ratio of Divorce to Marriage.

United States	1 divorce to every 12 marriages
Switzerland	1 divorce to every 22 marriages
France	1 divorce to every 30 marriages
Germany	1 divorce to every 44 marriages
England	1 divorce to every 400 marriages

Not only does the United States have 70 per cent more divorcees than all other civilized nations together, but the ratio of divorcees to marriage is even more discreditable.

The following distribution of divorces is interesting:

(1) The divorce rate seems to be higher among the wealthy and laboring classes than among middle class families.

(2) It is four times as high among childless couples as among those having children.

(3) It is more common among the native-born than among the foreign-born.

(4) Divorce has increased with the emancipation of woman, and especially as woman has found a sphere outside the home.

(5) Divorce is exceedingly more rare in Roman Catholic families and increases with church laxity on the subject.

(6) The divorce rate varies with the story of individualism.

The causes of divorce as deduced from the above statements are:

- (1) Decay of the religious theory of marriage.
- (2) The growing spirit of selfish individualism.
- (3) The "emancipation" of woman. The "woman movement."
- (4) Modern industrialism.
- (5) The homelessness of the city.
- (6) Higher standards of living and comfort.
- (7) Higher age of marriage.
- (8) Laxity of divorce laws.

Teachers' Reading Course for Home Study

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LESSON III-- TEACHING PUPILS TO THINK AND EXECUTE

By E. C. Brooks.

In November *Education* we discussed fully Chapters IV and V and suggested similar treatment of Chapters VI, VII, and VIII. The first essential is to teach the pupils to think—to think about their daily conduct, out of which is built character; to think about their daily school work, out of which is made the scholar; to think about their obligations to society, of which is made the good citizen. In Chapters VI, VII, and VIII the author is concerned especially about "Teaching Pupils to Execute." The author gives a good treatment of the spelling problem in Chapter VI, and of music instruction in Chapter VII. It would be a good plan to assign these chapters to teachers and have them discuss the author's treatment and their practical application of the principles. In Chapter VIII the Arts of Communication are considered. The primary and grammar grades could devote a full session to this topic alone.

Since the holidays are to make a break in school work, we will confine our treatment of these chapters to the following statement.

Arrange for a meeting early in January to study these three topics:

1. The Value of Spelling.

- (a) As treated by the author.
- (b) As treated by the teacher.
- (c) Advantages to be derived from the author's treatment.

2. The Value of Music.

- (a) As treated by the author.
- (b) What is possible for the teacher to use.
- (c) Advantages to be derived from the author's treatment.

3. The Arts of Communication.

- (a) The author's treatment.
- (b) The teacher's task.
- (c) Advantages to be derived from the author's treatment.

These three chapters, if thoroughly studied, will be of great help to the teacher. But the essential thing is to clearly analyze first what the teachers are doing in the class-room. A comparison of the teacher's methods, with the suggestion given here will then be of great value.

We will complete the book in the January number.

NATHAN HUNT'S HAT.

In the museum at Guilford College hangs the hat of the man who had the honor, years ago, of founding that splendid institution of learning. Upon a card attached to this broad brimmed No. 8 is written: "Worn by Nathan Hunt during the last twenty years of his life." This hat is worth thinking about; has been thought about, talked about, and sung about. There is a poem by J. H. Peele, the first stanza of which is:

"Thou sure art made of honest stuff,
Thou broad brimmed felt of gray;
For twenty years, just think of it,
He wore thee day by day."

There can be no doubt about it; that hat is made of honest stuff, and the man who made it, likewise he who wore it, were. Here an honest man and an honest hat met and formed fellowship; and since the hat, of perishable stuff, could not make the man famous, the man immortalized the hat. When two streams of rugged honesty meet and form common current, time and eternity coalesce and immortality has arrived. Hence Paul's noteworthy injunction: "Finally, brethren, whatsoever things are true, whatsoever things are just think on these things." (Phil. 4:8.) Nathan Hunt's hat is worth thinking on for very many reasons.—The Christian Sun.

MONTESORI CHILDREN.

I.

Pretty Sally Pettigrew,
Had a playful impulse to
Brain the baby with a brick.
Papa waled her with a stick.
Mamma rose in wild alarm
To stay the sire's avenging arm:
"Do not whip the little elf—
Let her educate herself!
Let no parent dare prevent
A little child's development!"

II.

Little Mabel Mimblemunch
Hid a snake in Papa's lunch;
Papa bit the snake and died,
Little Mabel sobbed and cried.
Patient Mamma only smiled,
Saying, "Do not weep, my child!
You did nothing but obey
The playful whim that came your way—
And how should little children learn
Were they thwarted at each turn?"

—New York Evening Sun.

News and Comment About Books

NOTES AND COMMENT.

"Our Southern Highlanders," the book of descriptive study by Horace Kephart which won the Patterson cup, is a \$2.50 volume, published by the Outing Publishing Company.

In making up your book lists for Christmas giving, remember that North Carolina Poems (\$1.00) and the Life and Speeches of Charles B. Aycock (\$1.50) are particularly appropriate. They may be ordered from North Carolina Education, Raleigh, N. C.

The publication of a new series of English Classics has been begun by the A. S. Barnes Company (New York) under the general editorship of Edwin Fairley of the Jamaica High School. Among the volumes just ready are "Treasure Island," and "Silas Marner." The series will be known as the Barnes English Texts. This well known publishing company, in honor of the 75th anniversary of the founding of the house, have just issued a brief history of the company in pamphlet form. It will be sent free on request.

BOOK NOTICES.

Design and Construction: By Arthur Henry Chamberlain, Nelburt Murphy, and Alfred Guillou. Paper cover in colors, 8x11, 54 pages. 35 cents. Whitaker, Ray-Wiggin Company, San Francisco, California.

Of the three authors, Mr. Chamberlain is an authority on industrial education, Miss Murphy is a practical teacher in manual training work, and Mr. Guillou as teacher and practical man, has knowledge of the needs of the profession and the abilities of the pupil. This new book supplies suggestive material for teacher and practical work for the pupil. The designs are interesting and well graded, some of the plates are in colors, and the entire book is well printed and attractive.

English Literature: Modern. By G. H. Mair, M. A., sometime scholar of Christ Church. Home University Library. Cloth, 256 pages. Price, 50 cents; by mail 56 cents. Henry Holt and Company, New York.

This is No. 27 in the Home University Library of Modern Knowledge. It begins with the Renaissance in England and comes to the present age, with some estimates of living writers, and is a stimulating and in-

forming discussion of the matter and tendencies of modern English literature rather than a history of its writers and their works. As an introduction to modern English Literature this comely little volume will prove a most instructive and illuminating hand-book.

Modern American Speeches. Edited with Notes and Introductions by Lester W. Boardman, A. M., Head of the Department of English in Rhode Island State College. Cloth, 102 pages. Price 40 cents. Longmans Green & Company, New York.

Four modern American speeches that are not otherwise within easy reach for class use are here made subjects of most interesting study. They are True Americanism (Carl Schurz), The New South (Henry Grady), America's Love of Peace (John Hay) and The Pan-American Spirit (Elihu Root). A sufficient life of the orator precedes each speech and suggestive and illuminating notes follow the selections. Especially appropriate for study now is the speech on Peace by the late Secretary Hay.

The Marking System in Theory and Practice. By I. E. Finkelstein, A. M. Cloth, 12mo.; 92 pages. Price \$1.00. Warwick & York, Baltimore, Md.

This is the tenth in a series of Educational Psychology Monographs edited by Guy Montrose Whipple, and was originally prepared as a master's thesis at Cornell University. It is an effort in the direction of discovering a standard system of marking the attainments of students that shall be more definite and satisfactory than the "absolutely uncalibrated instrument" hitherto used by school administrators. This study in theories includes the collection and analysis of quite a mass of actual markings and presents a definite and interesting contribution toward a saner and more uniform method of marking the capacities of students.

Hazlitt on English Literature. An Introduction to the Appreciation of Literature. By Jacob Zeitlin, Ph.D., Associate in English, University of Illinois. Cloth, 441 pages. Price, \$1.25. Oxford University Press, American Branch, New York.

This is a new work, just from the press, presenting for study a selection of Hazlitt's Critical Essays. From his voluminous writings a succession of essays has been here arranged so as to present "a chronological and almost continuous account of English Literature from its beginning in the Age of Elizabeth down to Hazlitt's own day." A most

readable human sort of introduction on Hazlitt the critic and person, occupying sixty-three pages, is contributed by the editor, as are nearly a hundred pages of notes at the end of the essays, and an index completes the working apparatus of this exceptionally fine study in English Literature.

The Making of an Oration. By Clark Mills Briuk, Professor of English Literature in the Kansas State Agricultural College. Cloth, 424 pages. Price, \$1.50 net. A. C. McClurg & Company, Chicago, Illinois.

This fresh new book on an old subject is extremely well done. Seventeen chapters consider in four parts: (1) The Nature and Elements of Oratory; (2) The Plan of an Oration; (3) The Composition of an Oration; (4) Gifts and Habits of the Orator. And then follow sixteen orations excellently chosen for study. Three of them are speeches of the Apostle Paul and three are by Abraham Lincoln; Wendell Phillips, Beecher, Bryan, and Senator Hoar are each represented by one selection. As a study of President Wilson's style, his inaugural address is given, the introductory note to which says that "in many respects it is, at once, the most significant and the most eloquent speech delivered on a like occasion since the time of Lincoln." The notes throughout are unusually suggestive and stimulating and the entire book is worthy of and will greatly reward careful study by those who would get a truer understanding of oratory and a higher appreciation of oratorical literature.

Henrik Ibsen—Poet, Mystic, and Novelist. By Henry Rose, author of "Maeterlinck's Symbolism," etc. Cloth, 154 pages. Price, \$1.00 net; postage, 10 cents extra. Dodd, Mead & Company, New York.

Mr. Rose presents a popularized critical study of Ibsen and his plays, which, while keenly analytical and scholarly, is not recondite and will appeal to the general reader and lover of literature as well as to the technical student of Ibsen in particular and of the modern drama in general. His point of departure in writing the book is the idea expressed by Ibsen himself in writing to Professor Dietrichson, late in life: "People believe that I have changed my views in the course of time. This is a great mistake. My development has, as a matter of fact, been absolutely consistent. I myself can distinctly follow and indicate the thread of its whole course." Ibsen never did, however, attempt to point out this unity, and it is this task to which Mr. Rose sets himself, a task which he performs admirably. In his interpretation of the plays, he follows closely Mr. William Archer, the editor of the Heinemann edition of Ibsen's works. In

one noteworthy instance, however, he disagrees with him, when he confutes the rather general autobiographical interpretation of "The Master Builder," declaring it rather to be an allegorical symbolization of the destructive effects of selfish ambition and of the power of a woman for good or evil, in this connection drawing a striking parallel between this play and Macbeth.

Ancient History. By Hutton Webster, Ph.D., Professor in the University of Nebraska. Cloth, 219 illustrations, 53 maps, xxviii+665 pages, Price, \$1.50. D. C. Heath & Company, Boston.

Sumptuous equipment for study characterizes this interesting new history of ancient nations. The text, illustrations and maps are unusually full. At the beginning of each chapter is a list of sources, modern works and illustrative literature; these are intended as subjects for reports or essays on special topics. At the ends of the chapters are studies for stimulating discussion and appreciation of the text; these are particular helpful as guides to interesting and profitable study. The pronouncing vocabulary combined with the index is a very valuable feature. The narrative flows smoothly and clearly and is not without engaging qualities of style. In paper, typography, print, illustration, and binding, the volume is beyond criticism. In every appointment as a text book of ancient history it is sure to interest teacher and pupil alike and reward bountifully diligent use in the class room.

The Mixing: What the Hillport Neighbors Did. By Bouck White. Cloth, stamped with gold, 344 pages. Price, \$1.20, net. Doubleday Page & Co., New York.

"The Mixing" is the story of how a noble young minister heard the call of the country sound more loudly than the call of the city, and how, by the application of a distinctly this-world religion, having civic betterment as its doctrine and community uplift as its creed, he and others made a lethargic and reactionary rural town literally to blossom as that rose which came to be the town's symbol before the world. The book is the epic of the co-operative development of this town until it became socially and economically self-reliant, and aesthetically beautiful. The author of "The Call of the Carpenter," that remarkable recent interpretation of the life of Christ, in this book continues his theme of the democracy of Christianity and gives a veritable working text-book to all laborers toward community righteousness and co-operative prosperity. A pleasing and unobtrusive touch of romance adds a high light to what without it would indeed be as interesting as any fiction.

A History of England. By Allen C. Thomas, A. M., Professor of History in Haverford College. Cloth, numerous illustrations and maps, 651 pages. Price, \$1.50. D. C. Heath & Company, Boston, New York.

Attractive as the history of England is to American youth, it is made more attractive and interesting by a book like this. The red cloth, the black and gold stamping, the paper, type, print and arrangement, all give evidence of taste and assiduous care in making up the volume. The style is clear, simple and charming, and the matter presents the political, social, and economic factors in the development of the English without giving undue attention to the details of the wars. The foot notes throughout the book are a useful feature, enlarging and explaining the content of the text without obstructing the narrative. The lists of references of the chapter ends are brief enough not to bewilder and select enough to prove really useful, since they call for such source books and other works as are most likely to be accessible to the students. Appendices giving a history of continental Europe, a list of books for collateral reading, and important dates, are followed by an index—all contributing to make complete a noteworthy achievement in text books of English history for American schools.

Our Domestic Birds: Elementary Lessons in Aviculture. By John H. Robinson, editor of Farm Poultry. Cloth, 309 pages, profusely illustrated. Price, \$1.35. Ginn & Company, Boston, Mass.

Defining a bird as "a feathered animal," the author treats in an interesting and practical way of our domestic birds under the three classifications of poultry, pigeons, and cage birds. Poultry here includes land and water birds of nine kinds: fowls, ducks, geese, turkeys, guineas, peafowls, pheasants, swans, and ostriches. The common barnyard kind of poultry is classed as "fowls"—a designation that will seem awkward to many if not to most of our readers. But to the boys and girls of our high schools whose good fortune it may be to have this work for a text, it will prove an extremely interesting book. It is intended for the first or second year in the high school and is, so far as we know, the first and most complete book of its kind on the rudiments of agriculture for boys and girls. It teaches the things that every one ought to know about poultry, pigeons, and cage birds, discussing their place in nature, their relations to civilization, and all their uses for profit and pleasure. The history of each kind of domesticated bird is briefly traced. Particular attention is given to the varieties of birds and to the methods of management best suited

to young beginners. The author's purpose is to make the book equally valuable to pupils who will take an advanced course with home practice in poultry or pigeon keeping and to those who cannot keep birds of any kind while attending school. He is a recognized authority on poultry, and his college text-book, "Poultry Culture," is already in extensive use, our own Agricultural and Mechanical College at Raleigh being among the schools using the advanced book.

The Ancient World.. From the Earliest Times to 800 A. D. By Willis Mason West, sometime Professor of History and Head of the Department in the University of Minnesota. Revised Edition. Cloth, 12mo., half leather, 181 illustrations, 46 maps and plans, xiv+667 pages. Price, \$1.50. Allyn & Bacon, Boston.

This is a new revised edition of a school history that has been in great favor ever since it first appeared, more than nine years ago. The work has been rewritten, somewhat enlarged, and greatly enriched by increasing the number of maps, plans, and illustrations. It is a captivating work. Emphasis is given to the industrial and economic development of the peoples of the ancient world and to their home life, and various references are made to the life of today, thus clothing the study of ancient history with a lively interest by coupling it up with present day conditions. "But," says the author, "in writing this present book I have kept steadily in mind the first-year high school pupil." Though the style is clear and the language, as it should be, easy to be comprehended by the young pupils for whom it is intended, there is a singular strength and charm and sharpness of expression in the narrative. The pedagogical apparatus in the way of exercises, references for further reading, lists of books and sources, and pronouncing index is full and adequate, while the arrangement of the text and the system of emphasizing vital points are facilities of greatest value in mastering the contents of the book.

The Teaching of Geography in Elementary Schools. By Richard Ellwood Dodge, Professor of Geography, Teachers College, Columbia University, and Clara Barbara Kirchwey, Instructor in Geography in the Horace Mann School and Teachers College. Cloth, 12mo, 248 pages. Price, \$1.00. Rand, McNally & Company, Chicago and New York.

"Until nature study and elementary science are better organized, geography must remain the one science in the elementary school, from which the best training in scientific thinking may be secured." This is part of the creed of Prof. Richard E. Dodge and Miss Clara B. Kirchwey as expressed in their new

book. There has been, and still is among some people, much uncertainty as to the true content of geography and the proper method of presenting it to school children. In this manual the scope of the subject and its problems are stated in straightforward and comprehensive fashion. Emphasis is placed throughout on geographic ideas as they touch the sphere of the child's experience. Among the most significant topics discussed are the principles of geography, home geography, geography in rural schools, the relation of geography to other subjects, the use and misuse of maps, observation work, the organization of a course of study, and the preparation and conduct of a lesson. The suggestive outlines for lessons, and the lists of reference books and other equipment will also be found extremely helpful. For the teacher who wishes to vitalize geography work and make it of the greatest practical benefit, this book is brimful of valuable ideas.

A Short History of the United States. By John Spencer Bassett, Ph.D., Professor in American History in Smith College. Cloth, with maps and plans, 885 pages. Price, \$2.50 net. The Macmillan Company, New York.

The announcement of this new American history has peculiar interest for our readers, many of whom know or know of the author as formerly a professor in Trinity College. In this short History of the United States an ambitious and very difficult task has been admirably performed. In thoroughness of research and in scholarliness of presentation this work surpasses any of equal volume that has gone before it. An impression of the bulk and comprehensiveness of the story may be partially conveyed by a statement of some mere mechanical facts: the book contains about 100 words more to the page than is found on the fuller pages of the ordinary school histories, and of these pages the volume contains 250 or 500 more than the commonly used United States histories; and since there are no illustrations, practically the entire bulk of Dr. Bassett's 850 pages is occupied by the narrative, making a measure of actual matter equal to what would be contained in about three volumes the size of the school histories. That such a work was in demand and that Dr. Bassett's splendid story is finely fitting the demand is concretely indicated by the fact that the book, published last September, was reprinted in October. Space is lacking for a full review of the style, the spirit, and the attitude of the narrative, each of which is worthy of the high theme. The viewpoint taken is expressed by the author when he says "those facts have been recounted which seem best suited to explain the

progress of the people as a nation." As a text-book for college work, its high position is assured, and, with its adequate topical divisions and its bibliographies and index, equally high will it rank as a foundation work for the special student or indispensable reference book for the general reader.

The Influence of Reconstruction on Education in the South. Edgar Wallace Knight, Ph.D., Assistant Professor of Education, Trinity College, Durham, N. C. Published by and on sale at Teachers' College, Columbia University, New York. 103 pages.

The book is an intensive study of the educational history of North and South Carolina before 1868 and from 1868 to 1876, supplemented by a general study of the educational legislation in the other nine seceding States during these periods, and is the result of an effort to answer the question of the influence of the period of reconstruction on Southern education. The general conclusion of the study is that provisions for negro education and for a uniform tax for school support are practically the only elements that came from the carpetbag regime in the South, and "that Southern ante-reconstruction educational conditions were more nearly similar to educational conditions found in other sections of the nation than is generally supposed." This conclusion is reached after a thorough study of (1) provisions for administrative organization; (2) provisions for support of education; and (3) of the results so far as these results show in length of school term, teachers' salaries, and school enrollment, not only of the Southern States but of typical Northern and Western States. The author closes his study with the following words: "Had there been no outside interference, practically the same educational policies would have been outlined as were made by the reconstruction regime." But the facts brought together would lead the reader to draw a little different conclusion. If there had been no reconstruction our educational policy would have been different. Because the States would not have been constantly under the fear of social equality, and the South would have moved more rapidly along educational lines. In fact, Dr. Knight proves this conclusively, although he does not state it. The book is a distinct contribution to our educational history.—E. C. B.

Solving the Country Church Problem. By Garland A. Bricker, B. Ped., M. A., Assistant Professor of Agricultural Education, Ohio State University, etc., in co-operation with fourteen collaborators. Cloth, illustrated, 296 pages. Price, \$1.25, net. Jennings & Graham (Methodist Book Concern) Cincinnati, Ohio.

No attempt is made at the outset of this book either by definition or contrast, to indicate precisely what the country church problem is. The author proceeds upon the assumption that the existence of a rural church problem is "usually granted without debate. On page 21 is the picture of a well-kept and rather attractive country church, in a "very profitable agricultural region," that hasn't had a single religious service in it in twelve years! In a paragraph a few pages further on reference is made to the "woeful lack of leaders" in rural communities and the "inability and unwillingness of country people to be led." In many passages by the different writers emphasis is put upon the claim that the country church is not ministering as it should to the social life of the people around it—that it is in a state of decadence and must be saved. And thus the reader gains some idea of what the country church problem is. Besides the introduction, there are sixteen chapters dealing with as many subjects related to the work of the rural church written by sixteen different authors, most but not all of whom are ministers. Judging from the location of these contributors, one must suppose that Connecticut, Massachusetts, New York and Ohio, are among the States in which the country church problem has become most acute, or certainly in which the acuteness of the rural church problem has attracted most study and corrective attention. As new as the problem may seem to the greater number of our readers, the various expert discussions of the several phases of the country church problem in this book will prove very interesting and suggestive to every one who feels concern in the spiritual and social duties of the country church toward the people living within its reach.

Rural Life Bulletin by Prof. Brooks.

Prof. E. C. Brooks, of Trinity College, Editor of *North Carolina Education*, is the compiler of a bulletin recently issued by the United States Bureau of Education under the title "Agriculture and Rural Life Day: Material for its Observance." The bulletin presents an excellent selection of informational articles and of poems for the use of school children. George Washington is treated in an unaccustomed light as the father of his country's agriculture and the greatest authority on agriculture of his time. Interesting accounts are also given of the life work of such men as Seaman A. Knapp, Luther Burbank, Louis Pasteur, Justin S. Morrill, and many other leaders in rural improvement, living and dead. Our principal domestic animals are described and a timely word is added to train the younger generation in the idea of the preservation of our forests.

S. S. A.

State School News

Two New School Houses.

Two new school houses are nearing completion in Rowan County, one at Mount Ulla and another in East Spencer. The Mount Ulla building is now in use. It is stated that 111 schools with an enrollment of nearly 10,000 pupils have opened in Rowan this month.

Richmond School Children Study Raleigh.

One of the public schools of Richmond, Va., has included Raleigh as one of its subjects of study and the history of North Carolina's capital city is in great demand by the school children. Several letters have been received by the Chamber of Commerce from school children, who desire information of Raleigh. One pupil wants some of that "famous longleaf pine that we hear so much about." He will get some of the longleaf pine as well as pamphlets containing information about the city.

A New County Superintendent.

Mr. David H. Lippard, of Concord, has been elected Superintendent of Public Instruction of Cabarrus County to fill the vacancy left by the resignation of Supt. C. E. Boger, who has accepted the position as Superintendent of the Jackson Training School.

The new superintendent is a well-known young man of Concord. He received his training at the Collegiate Institute, and at Catawba. He has been principal of the Kannapolis Graded School for the past year, and is a young man of promise. He resigns a clerkship in the postoffice to accept his new position.

New Dormitory For Farm Life School.

The State Farm Life School recently established at Harmony, in Iredell County, is to be made complete by the addition of a dormitory building. At its regular monthly meeting for November the County Board of Education appropriated \$1,000 toward the erection of a dormitory for the school and a committee was appointed to immediately let the contract for the building.

Since the school's opening it has become evident that the people of Harmony will not be able to take care of the boarding students and the dormitory is a necessity.

The State and County Boards of Education have appropriated \$1,000 each for the salaries of the teachers this session and under the new law providing for such schools this amount will be appropriated each year for that purpose.

Another Consolidation.

The Cranberry Township Teachers' Association, in session at Elk Park, November 22nd, unanimously endorsed the proposition to combine and consolidate the schools at Cranberry and Elk Park and build a modern school structure on the site of the famous Cranberry Inn, midway between the two towns.

This scheme is declared to be one of the most far-reaching plans for school betterment ever promulgated in this section of the State and entirely feasible. The consolidated school would have a possible enrollment of 500 pupils and a faculty adequate to the needs of a State high school and the primary and grammar grades.

Bladen Teachers Enthusiastic.

The Teachers' Reading Circle of Bladen County met Saturday, November 15th, at Elizabethtown, and proved to be one of the most enthusiastic meetings ever held here.

After singing "America," a most interesting paper was read by Miss Gertrude Zachary, of Berwick, on "The Teaching of English in the Public Schools."

Chapters 5 and 6 of O'Shea's "Everyday Problems in Teaching" were discussed, the discussion being lead by Prof. W. W. Woodhouse, of White Oak.

After the adjournment of the Reading Circle, the Woman's Betterment Association of Bladen County held its first meeting since its organization October 18th.

Reports showed \$93.00 to have been raised by the various schools for the improvement of school houses and grounds, while other reports show that much improvement has been made by schools, such as cleaning grounds and placing pictures on the walls.

The next meeting will be held December 13th.

MRS. J. L. C.

Program of Columbus County Association Meeting.

The following is the program of the Columbus County Teachers' Association which was held in the auditorium of the school at Whiteville, Saturday, November 22nd, 1913:

Supt. F. S. Wooten opened the meeting with devotional exercises.

First on the program for the day was Prof. H. M. Bowling, who discussed "Problems in School Life," laying special emphasis upon the importance of keeping school records and following a definite plan of study.

Next came Miss Brown, who presented a lesson in United States His-

tory, the subject of the discussion being "Inventions." The recitation reflected credit upon both teacher and pupils.

Mr. C. U. Williams read an excellent paper on the "Unruly Pupil," in which he emphasized the necessity of properly directing the surplus energy of the child and of establishing a friendly relation between teacher and pupil.

A very instructive lesson in language was demonstrated by Miss Betty Pearl Fleming.

Mr. W. J. Justus made a very helpful talk on "Means by Which I Am Solving a Problem In My School Life." The importance of proper preparation and control on the part of the teacher, careful seating of pupils, and frequent rest periods, were shown to be excellent points in maintaining discipline inside the school room.

Each subject on the program was followed by Round Table discussions.

Other topics under consideration were: "Keeping in to make up back work as opposed to keeping in as a form of punishment"; and "How Teachers of one teacher schools may keep smaller pupils employed while larger and more advanced pupils are reciting."

The meeting adjourned to meet again on January 23 in Chadbourn.



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A grand opportunity for ambitious and energetic young men to qualify themselves for a higher and more lucrative field of usefulness.

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7, 8, and 11, N. E. Bible House

Anson Teachers' Association.

The Anson County Teachers' Association held a meeting at Wadesboro, November 8, at which the following officers were elected for the coming year: E. P. Mendenhall, of Polkton, President; A. H. McArthur, of Lilesville, Vice-President; Mrs. S. H. Edmunds, of Wadesboro, Secretary.

The business session was followed by a live discussion of every-day problems, led by Supt. J. H. McIver, of the Wadesboro schools. County Superintendent P. J. Kiker made the interesting announcement that the county school board had arranged for North Carolina Education to go to every teacher of the county and at least one copy of M. V. O'Shea's "Every-Day Problems" for every school in the county. The interest and progressiveness which the board has shown in this matter is highly appreciated by the teachers.

Perhaps a considerable number of former teachers in North Carolina have attended the Wilbur R. Smith Business College at Lexington, Ky., and are now at the head of successful business enterprises or engaged as commercial teachers. If you would follow them into successful business careers, see the advertisement of this old and widely known college and write for full particulars.

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New Opportunities for Teachers of Geography

If you want to utilize to the fullest the geographical riches of the rural schools; if you want to co-operate to the best of your ability with the notable work of North Carolina educators, you should have these books:

The Teaching of Geography in Elementary Schools

Richard Elwood Dodge, Teachers College, Columbia University, N. Y., and Clara B. Kirchwey, of Horace Mann School and Teachers College.

This manual will enable you to enter into your work with a pleasure and certainty you have not known before. It will elucidate for you the teaching of geographical principles, the preparation of courses of study and adjustment to your own locality—show you the wealth of material about the rural school. It will make clear the place and use of the textbook, the use of equipment; preparation, organization, and conduct of lessons. Price \$1.00.

Globes and Maps in Elementary Schools

Leon O. Wiswell, Libraries Inspector New York State Education Department.

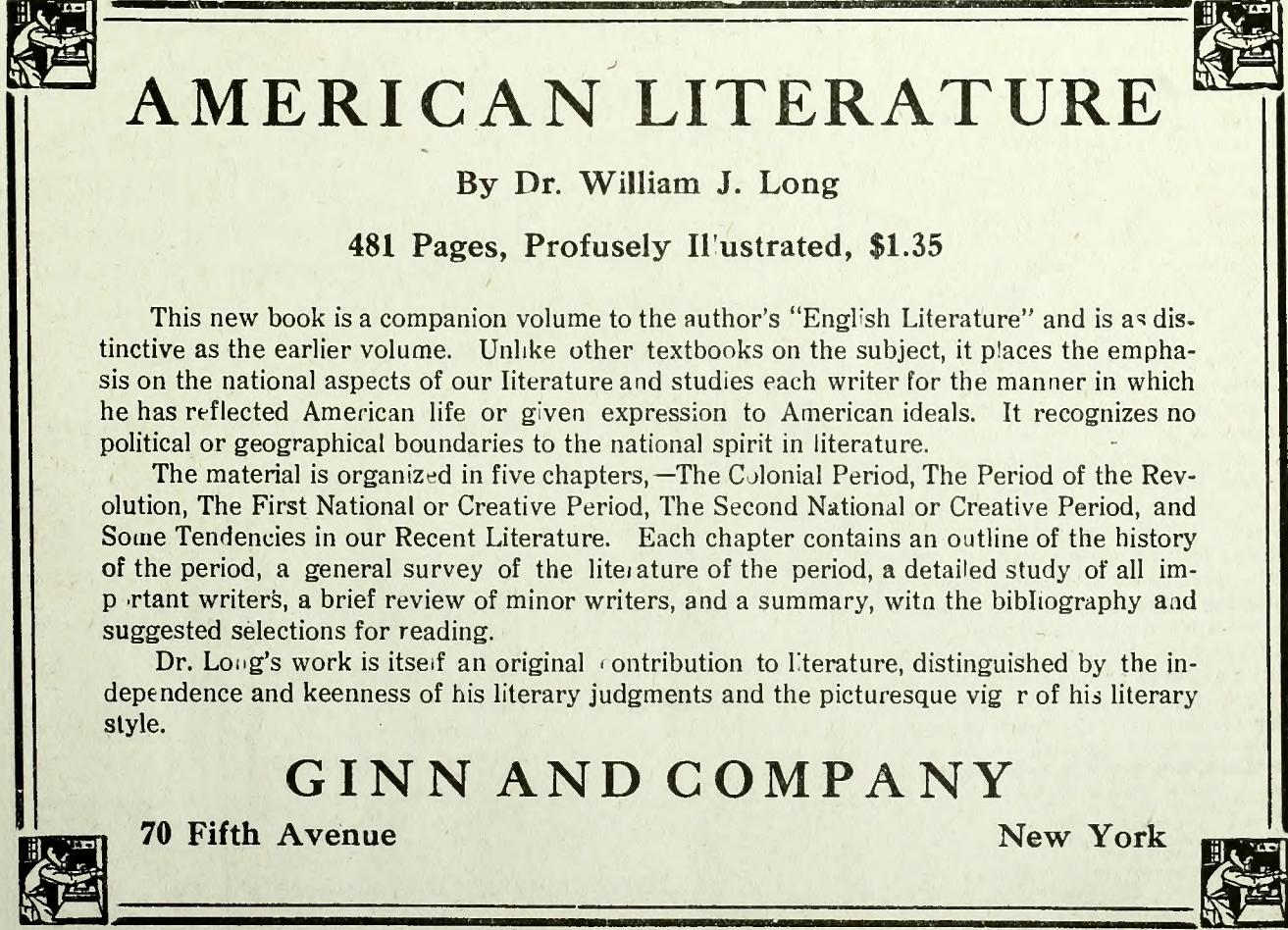
A little book that lays stress upon the importance of globes and maps in the schools—of globes in the first place. It teaches you how to use maps, how to draw them, how to care for them. Price .50.

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Award of the Patterson Memorial Cup.

The award of the Patterson Memorial Cup for the best literary work of a North Carolinian went this year to Horace Kephart, of Bryson City, in appreciation of his book, "Our Southern Highlanders," just from the presses of the Outing Publishing Company, the award being made at the fourteen annual session of the State Literary and Historical Association, held in Raleigh, November 20-21. The book is a study of the mountaineers of Western North Carolina by a much-traveled man who has written out of the fullness of close acquaintance gained by several years' residence among them.

The most interesting features of the meeting were the president's annual address by President W. P. Few of Trinity College; the address of Dr. Herman Harrell Horne of New York University; and that of the Honorable Jean Jacques Jusserand, French Ambassador to the United States.

The Year's Educational Progress in Wilkes.

It would be impossible in a short article to notice the progress in all the educational activities of the county, hence we shall confine this article to only a few of the more important developments in the educational field.

Libraries and Local Tax.

During the year we were enabled to place thirty-one supplemental libraries in the various schools of the county, making a total to date of 134. From one viewpoint we consider the library feature the most far reaching phase of the work. When we consider the limited number of books found in a great many sections of the county prior to the introduction of this work here, and when we reflect, too, upon the potent influence of good books in moulding the character and the destinies of the children in the public schools, who can comprehend the possibilities of the work?

In the local tax field, too, we have made progress, having ordered an election for tax at every regular meeting of the Board of Education, save one, and having been successful in carrying each one of these for schools. As an indication that our people are deeply in earnest in the effort which they are making to give their children an education three districts have been carried for local tax for schools since the General Assem-

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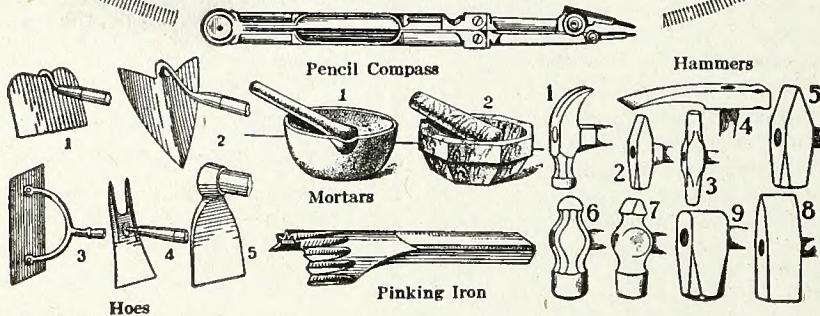
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bly of the State made provision for an increase in the length of the term.

Elementary Agriculture.

Another notable improvement in the work here is the great increase in the number of boys enrolled in the Corn Clubs of the county. We have increased our number from 111 in 1912 to 165 in 1913. Some time ago Colliers' Weekly produced a cut of the club in the parade at the county fair, and the United States' Department of Agriculture reproduced this in a bulletin recently issued from this bureau. There is no subject now before the people that means more for the advancement of this generation, especially those who live in the rural districts than the question of education of the children in the elements of agriculture, and it is very pleasing to note that the number of children studying this subject in the public schools of the county last year showed an increase of 27 per cent over that of one year ago, having reached 367.

County Commencement.

At the close of the schools this year a successful county commencement was held, where over a hundred boys and girls received their diplomas of graduation from the common schools. The introduction of this feature of the work here, they tell us, has done much good in holding the children in school until the course has been completed.

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I believe I am ready to say that it is the most delightful book I have ever examined for beginners.—MISS ROWENA WILLIAMS, Goshen, Ky.

I think it excellent, having merits for teaching how to read, over most of others.—GEO. E. LINSCOTT, Jefferson, Me.

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ers' Association during the year have been well attended. Practically every active teacher now in the county is a member of this body. The meetings have seemingly been very helpful and much interest has been shown in the work of the organization.

The Teachers' Reading Circle, another movement for the professional improvement of the teaching body, has enrolled approximately all the teachers of the county during the four years since its organization here. The work of this body has done much in preparing the teachers better to discharge the duties devolving upon them. Seventy-two have completed the four-years' course which entitles them to a diploma from the State Department of Education, and 122 others are engaged in the work of the course. One hundred and eighty-two of these teachers are members of the Association.

Building and Equipment.

Several modern school houses have been erected during the year, others have been enlarged and repaired, better equipment installed. The value of school property has been increased several thousand dollars, quite a number of new desks have been put in, school houses painted, bells purchased, the number of schools teaching high school subjects increased,

we have more teachers with normal training in the schools, teachers' salaries increased, etc. On the whole the work of the year should be exceedingly gratifying to every friend of education in the county and should be an incentive to still greater achievements in the future.

C. C. WRIGHT.

Wilkes County has aided one more to its long list of local tax districts when Austin voted local tax with but one dissenting vote. This brings Wilkes up to fourth place in number of local tax schools, Robeson occupying first place with 57; Guilford, second, with 51; Union, third, with 50; and Wilkes, fourth, with 44.

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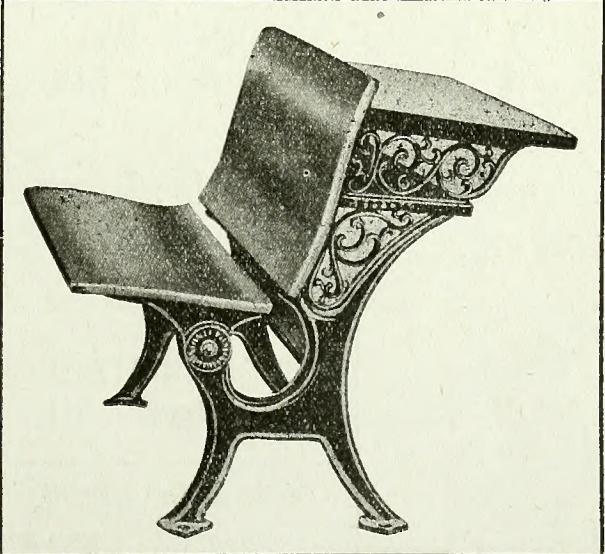
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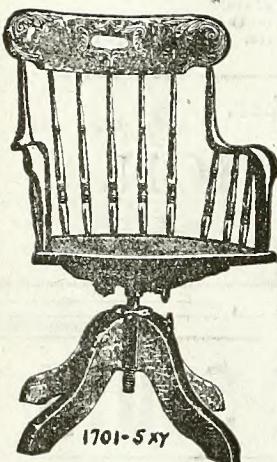
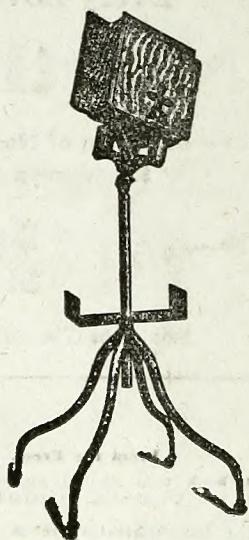
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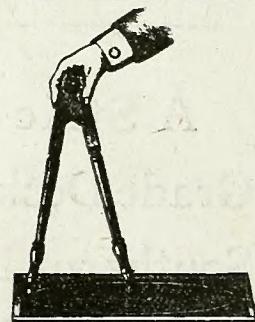
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A Monthly Journal of Education, Rural
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VOL. VIII. NO. 5.

RALEIGH, N. C., JANUARY, 1914.

Price: \$1 a Year.

The Nation Summoned By a Solemn Duty

The great need of our mountaineers to-day is trained leaders of their own. The future of Appalachia lies mostly in the hands of those resolute native boys and girls who win the education fitting them for such leadership. Here is where the nation at large is summoned by a solemn duty. And it should act quickly, because commercialism exploits and debauches quickly. But the schools needed here are not ordinary graded schools. They should be vocational schools that will turn out good farmers, good mechanics, good housewives. Meantime let a model farm be established in every mountain county showing how to get the most out of mountain land. Such object lessons would speedily work an economic revolution. It is an economic problem, fundamentally, that the mountaineer has to face.—Horace Kephart, in "Our Southern Highlanders."

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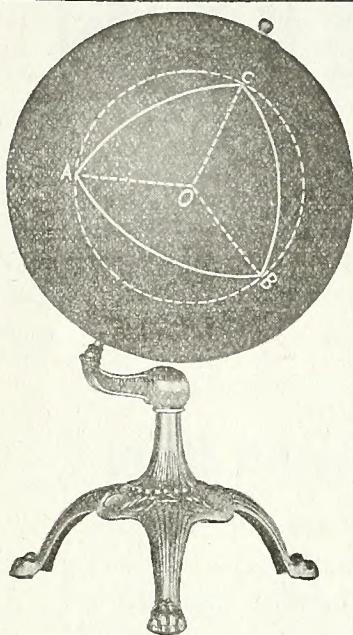
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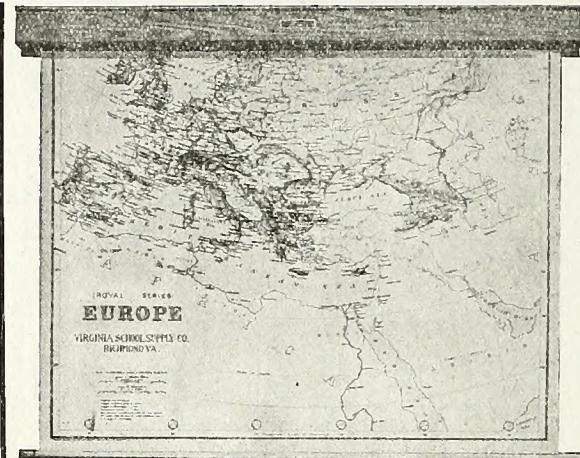


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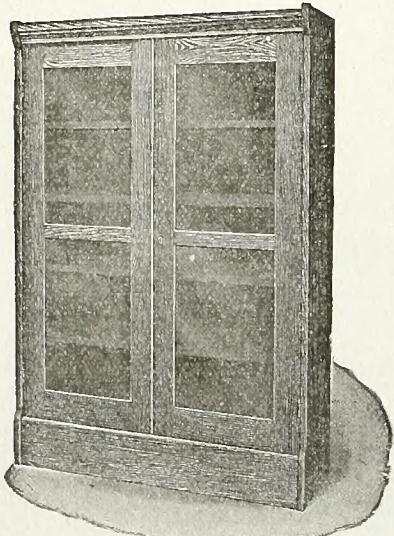
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BACKWARD GLANCES OVER THE YEAR

By S. S. Alderman.

A Year of Epidemics.

Despite the numerical superstition, 1913 has not been marked by particular misfortunes for our country. There have been, as ever, evils, but there has been much cleaning up in the body politic. There have been floods, strikes, and rumors of wars, but there has also been remarkable progress along many lines—business has survived tariff revision and impending currency legislation with unaccustomed fortitude, the people have refused to be frightened by Wall Street's cry of "Wolf, wolf!" and bumper crops over the nation have laid the foundation for a year's great productive and commercial prosperity.

On society's surface, the year has been fraught with nervousness, and bizarre fads and epidemics have attracted wide attention and comment. Most striking, perhaps, is the epidemic of rag-dancing. Society has forgotten the waltz and two-step to the extent that they appear quite archaic. Beginning with the "boston-dip," a whole tribe of rags and negroid dances, walks, hugs, slides, and shuffles, were imported from southern counties, were made current through various questionable agencies, and, with their rag-tune accompaniments, spread like wild-fire until quinquagenarian matrons take lessons and the veriest gamins follow their fantastic contortions on the streets. The "tango," purporting to hail from Argentine, via Paris, achieved the widest currency, but is now beginning to give place to slightly more genteel and aesthetic variations such as the "hesitation." Religious people unite in condemning the new dance fad, while by others the dances have been warmly defended as a rejuvenating exercise, eminently better for the idle classes than cards.

A like spirit of rebellion from precedent has broken out in the world of art. Cubists, futurists, and post-impressionists have wrought strange and inexplicable masterpieces, veritably touched with "that light that never was on land or sea." A "Nude Descending a Spiral Stair-case" looks like nothing but the collapsed ruins of a steel tower; a sculptured "Ballet Dancer" looks like nothing but a bald-headed egg, propped up on spirally draped arms. And yet there is a kind of method in their madness. These men are said to be striving after essentials, after the bare, unadorned impression. They are running wild, as have most romantic reactions, but who shall say that their revolt will not be of some salutary influence on art?

Another and far more wholesome fad is that of athletics. Upholding her high record won in the Olympic games, America has triumphed in almost every field of sport, winning matches from England in tennis and polo, and even in her own game of golf, when the Boston lad, Ouimet, defeated two British cracks in that aristocratic sport. The world's series of baseball attracted world-wide interest, and now two American nines are touring the world to

show it our National game. Even in far-away Philippines, it is seriously asserted that baseball has done more to civilized the natives than all other forces, schools included.

In the Fields of Politics.

Turning to politics, we glimpse much history made quickly. For the first time since Cleveland, the Democratic party has come into power. Led by a man to whom all parties acknowledge the highest qualities of character and intellect, a man scarcely tried in practical politics but deeply versed in the history and science of government, a man possessed of adamantine ideas and of phenomenal efficiency for getting things done, the minority party has entered the National administration with high promise of success.

Inaugurated on March 4, Woodrow Wilson immediately got to work. Shattering precedents right and left, he strove to hit the nail of efficiency on the head. He eliminated the venerable institution of the Cabinet meeting, substituting personal conferences with the members of his official family, and bringing legislators also into these tete-a-tetes. He resurrected a custom dead since Jefferson by carrying his message personally to Congress and reading it himself. It made a hit. With quiet dignity, but with vigor, he established himself as indisputable master of ceremonies in Washington, and incidentally furnished newspaper men more excellent "copy" than any man in ages, the Sage of Sagamore Hill not excluded.

Acting under his direction, Congress pushed out into the trackless wilds of the tariff swamp. The bill not being passed at the close of the regular session, he called Congress to extra session, and, sitting through the swelter of dog-days in Washington, the Democrats fulfilled party pledges by furnishing the nation a tariff substantially clipped toward the ideal of "tariff for revenue only," at the same time framing an income tax to supplement the revenue. As soon as these had passed the House, it got to work at the President's insistence upon currency reform, framed the Glass-Owen bill and passed it up to the Senate where it ran into committee troubles and was delayed until the extra session merged into the following regular session, making the longest sitting of Congress in history. The currency bill has now passed the Senate, five Republicans and one Progressive voting with the Democrats. Constructive legislation of such scope and importance as history has never seen in anything like the same time has been enacted, and attention now turns to the omnipresent trust problem.

But the Administration has had its troubles, chiefly in the Department of State. Secretary Bryan early showed his ability by tactfully handling a delicate situation in Cuba. Then the California-Japanese embroil loomed large. Fearful at the influx of Japanese into the State, sentiment in California demanded legislation to prevent them from holding

land in lease. Japan protested. Yellow journals on both sides became lurid. Jingos began to bark, and "war" was even mentioned in Congressional debate. The President telegraphed Governor Hiram Johnson to delay action until it could be seen that the proposed legislation would not be in violation of treaty rights which definitely declare that the two countries shall reciprocate in such rights as landholding. Legislation was undertaken, and Secretary Bryan hastened to California to confer with Johnson and his Legislature. The trip had some influence. The Webb Bill was passed, which softened proposed bills by discriminating only against those who are unable to become American citizens. This turned the whole discussion to a question of whether the Japanese are a white race, and, as such, come under that class of "aliens eligible to citizenship under the laws of the United States." The discussion has become ethnological rather than political.

The other great foreign relations difficulty has been Mexico. Beginning with the attack on Mexico City by Felix Diaz, at which time several Americans were killed, and the enforced abdication of Madero, our relations with the turbulent republic began to warm up. General Victoriana Huerta made himself Provisional President. Under circumstances which looked suspiciously pre-arranged the captive Madero was shot. Huerta was recognized by most of the European nations, but President Wilson refused to tolerate a government stained with blood. He dismissed Ambassador Wilson, who sympathized openly with Huerta, and sent Mr. John Lind to treat as unofficial representative, declaring that under no circumstances would he recognize the Huerta government unless arrangements be made for constitutional elections, in which Huerta would agree to eliminate himself as candidate. This he refused to do and it is still a question as to whether the President's attitude of patience and wise friendliness will avail without the necessity of resort to armed intervention, for which the War Department is rapidly preparing itself in case that necessity should arise.

Roosevelt Vindicated.

One event which attracted wide attention was Theodore Roosevelt's libel suit (at Marquette, Michigan, May 26) against Mr. Newett, a country editor who had published some of the rumors which had long been current in the country to the effect that the ex-President is a confirmed tippler and is frequently drunk. Mr. Roosevelt won the case, getting "six cents in cash and a million dollars' worth of vindication"; Mr. Newett himself, who had been innocently imposed upon by rumor, declaring that in the face of the imposing testimony he could not continue the case. The event is notable as a victory of truth over false and insidious rumor, such as attaches to almost every public character.

Sulzer and Tammany.

The other great litigation of the year was the impeachment of William Sulzer, Governor of New York. Raised to office by the Tammany machine, Sulzer refused to be controlled by its, and the tiger bared its claws. A Tammany legislature investigated the Governor, found indubitable evidence that he had "mistaken the street called straight for the street called Wall," misusing funds on the stock market, and he was removed from office, not however, without the amusing spectacle of two men for

several weeks claiming the Executive chair. But an unexpected thing happened. As soon as the tiger had fleshed his fangs in the unfortunate Executive, a tidal wave of popular sympathy swept to his support. Although he had fallen, this wave swept on and engulfed the Murphy organization in the most overwhelming defeat that it has suffered since the days of Tweed, and Sulzer himself was nominated in the primaries to a seat in the General Assembly. In New York City, John Purroy Mitchell, the fusion candidate for Mayor, defeated Judge Edward E. McCall, the Tammany candidate, and the municipal administration has been effectually wrested from that organization which has so long fattened on it. The impeachment was followed by investigations and prosecutions which revealed a vast interlocking system of graft and crime, the metropolis shook herself and is now in the process of giving herself such a cleaning-up as has seldom been seen.

Literary Men to the Fore.

A significant fact in the course of the year's events is the coming of literary men and college professors to the political fore. The President himself is the most conspicuous example of the literary man in public affairs, an example paralleled only by the election of Raymond Poincare to the Presidency of France. The official utterances of Wilson are couched in such felicitous language that we have come to look to them as standards of literary style, and for brevity, directness, and diction, his messages will remain as contributions to American literature. Next may be mentioned our own Walter H. Page, scholar and writer, long editor of the *World's Work*, who has gone to England to take the place made vacant by the lamented death of Whitelaw Reid. Another of the same name, widely loved for his stories of the South, Thomas Nelson Page, of Virginia, goes as Ambassador to Italy. Henry Van Dyke, one of the country's foremost writers, author of many books of verse, of stories, and of essays, and Professor of English at Princeton, has been sent to Holland. Many others might be mentioned in this connection, among them Secretary of Agriculture David Houston, formerly President of the University of Texas, and Professor Reinsch who goes to China.

Tar Heels in the Limelight.

In our provincial feeling, one of the most significant things of the year is the high place that North Carolina has taken in the councils of the nation. A large factor in the nomination of Wilson at Baltimore, she has found her reward not only in a sumptuous feasting on the lesser patronage plums, but in seeing her able sons rise to positions of dignity and influence and enter upon them with ability. We have filled a seat in the Cabinet with the sufficient personage of Josephus Daniels, the doughty editor and owner of the *News and Observer*, speaker, writer, student, Sunday-school worker, and politician. He, too, following his vocation, has furnished much newspaper "copy," but most outstanding of his achievements is his enforcement of competitive bidding by armor plate concerns, by which means alone he has already saved the country \$750,000 on the new battleship number 39 (which, by the way, will probably be the *North Carolina*), and hopes to make the saving reach a million before the ship is completed.

Worthy of next note is Senator F. M. Simmons,

who carried out his campaign promise to be elected Chairman of the powerful Finance Committee, and as its head has had charge of steering through the Senate the new tariff law, a tremendous job in which he has succeeded admirably. We have now no longer the Payne-Aldrich, but the Underwood-Simmons tariff; his name and that of his State have been firmly etched in the archives of history. His colleague, Senator Overman, has also achieved prominence and has done efficient work as chairman of the committee of five to investigate President Wilson's charge of the existence of a "numerous and insidious lobby" in Washington. This committee has made investigations covering thirty years of lobbying, has made sensational exposures and, chiefly through testimony of one Martin Mnlhall, an employe of the National Association of Manufacturers, has given to lobby methods glaring publicity which will go far toward preventing such conditions in the future.

Colonel W. H. Osborne, of Greensboro, has been appointed Collector of Internal Revenue, with offices at Washington, a position which, ordinarily severe enough, this year acquires greatly increased importance from the fact that it will have charge of the collection of the new income tax, the great source of revenue under the new tariff revision, and a tax of untold intricacy and difficulty in its execution. Many other North Carolinians have achieved prominence during the year. Ambassador Walter Page has already been mentioned. Another diplomatic son is Major Hale, of Fayetteville, a well-known journalist, who has been sent as Minister Plenipotentiary to Costa Rica, and still another is the veteran newspaper correspondent, Andrew Joyner, of Greensboro, who has been appointed Inspector of Customs at the port of San Domingo.

The Progress of Peace.

The practical completion of the Panama Canal is a matter of pride to the nation. It marks an achievement notable in world history. An immediate effect is a well-defined wave of commercial optimism which is welling up in the South and sweeping the country. The controversies with England over its fortification and over the discrimination in favor of our coast-wise trade in the matter of tolls call attention, by contrast, to the advance of world peace, to which it is claimed the fortified canal will be a contributory influence as a preventive of wars. The greatest step has been marked, in spite of canal controversies, by the plans formulated on both sides of the Atlantic for a celebration in 1914 of "one hundred years of peace" between Great Britain and the United States. Mutual felicitations will be passed between the countries, and many memorials of the event will be erected in enduring stone as earnest of the determination that there shall never again be war between these two nations of the same race. Within our own borders, too, a picturesque and inspiring scene in the drama of peace was staged at Gettysburg by the great reunion of Confederate and Union veterans to celebrate fifty years of internal peace. On that memorable field of blood, old "boys" in gray rehearsed Pickett's charge, brandishing umbrellas for swords, with smiles facing the burning summer sun instead of the belching breath of cannon, and were welcomed with cheers and open arms by the line of "boys" in blue. The enemies of fifty years ago, both ranks thinned

and enfeebled by the ravages of the Great Harvester, mingled in fraternal amity, chewed tobacco from the same cut-plug, and, with reminiscent joke and tale, smoked the pipe of eternal peace.

The Passing of Two Notable Men.

In glancing back we cannot fail to note two deaths, if or no other reason than because of the striking contrast between the two men and their lives, the one a captain of finance, master organizer of his age, the other a grand man of imagination and of clean life who had sown the seeds of love in a thousand hearts. The death of J. Pierpont Morgan, on March 31, in Rome, was felt as being not so much the death of a man as of a system; for that vast system which his energy had built up, which in its ramifications touched almost every line of our commercial activity, was dominated by such a personality as this age and race can hardly hope to reproduce. Many criticise his methods but none deny his massive genius. The other, the poet, was Joaqin Miller. He not only wrote beautiful verse, but reinforced it with a picturesque personality and a whole-souled out-door life which have fixed themselves in popular fancy. His passing marks the passing of the last of that great literary triumvirate of the west, the other members of which were Bret Harte and Mark Twain.

Quiet Forces of Progress.

And then amid all the sensational events to which publicity cleaves, there have been innumerable quiet forces at work, inspired by patriotic zeal and intent only upon the task in hand, but which are probably worth them all. There has been a turning back to the soil, a marked growth of scientific farming, a strong movement toward securing rural credits, better living conditions, and conservation of natural resources, and great strides have been made in the training of to-morrow's citizenship to honest efficiency. Under Secretary Houston, the Department of Agriculture has done vast and splendid work in all branches, from helping the boy with his prize acre of corn, to the reclamation of denuded forests. Under P. P. Claxton, United States Commissioner of Education, another Carolinian, that Bureau of the Department of the Interior has taken a new lease on life. Investigations have been made in the whole field of education and their results spread broadcast in bulletins which by their genuine worth and readability have caused such an awakening of popular interest in the cause of education as the nation has seldom seen.

DEPARTMENT OF SUPERINTENDENCE N. E. A.

The next meeting of the Department of Superintendence will be held at Richmond, Va., February 23-28, 1914. The headquarters' hotel will be the Jefferson. The evening meetings of a general character will be held in the city auditorium, which has a seating capacity of 4,000. The general day meetings will be held in the High School auditorium, seating 1,300 people.

The Jefferson is located about midway between the business center and the city auditorium. The high school is located one block off Broad Street, the chief retail street. The Murray Hotel and the Hotel Richmond are only two blocks from the high school.

IMPROVEMENTS IN THE TEACHING OF ARITHMETIC

By Miss Maria D. Graham.

The reasons for which a subject is taught determine to a large extent the methods used in teaching that subject: so let us answer the question "Why is arithmetic taught for five years after the completion of primary number work?"

The disciplinary value of the study of arithmetic has in the past been over-emphasized, but, even today, no one disputes the fact that the study of arithmetic does discipline the mind when the pupil is taught to undertake the work properly. But this discipline can and should be obtained not through obsolete topics and antiquated problems, but through those topics and problems which are interesting, up-to-date, and practical.

The practical value of arithmetic, as it has been taught in our schools, has also been very limited. The average person has made little use of the arithmetic knowledge gained in school after completing the fourth grade. In this commercial age of ours, this should not be. Arithmetic should have a greater real practical value than ever before. Every one today needs to learn business methods in managing the affairs of a household, or a profession, or any business enterprise. Young people should know something of the best and safest investments of hard-earned savings. They should be taught to estimate, even though only approximately, how far the money squandered annually in a county on fakirs, carnivals, and circuses would go toward securing better school-houses or better roads for that county. The dangers of get-rich-quick concerns should be pointed out to them. How to borrow and lend money, how taxes are levied and spent, etc., if studied in a business-like way while in school, should enable the average citizen to get along better in life. "Arithmetic is a tool usable in solving important every-day problems"; and our teachers fail when they do not teach their pupils when, where, and how to use this tool.

Closely associated with and growing out of this practical value, comes that value of the study of arithmetic which is of still greater importance, that is, its informational value. Our newspapers and magazines are full of figures, statistics and graphs, which contain much valuable and interesting information, but to which high school graduates and even college-bred women seldom pay any attention, because they were not taught while in the public schools to appreciate the value of these. We hear discussed on all sides the questions of the establishment of mills and factories, the issuing of bonds and so on, but girls and boys do not know how people go about these things, nor how the money is obtained for public buildings, better streets and roads. These and various other topics of informational value should be taught in the class-room. Thus arithmetic better fits one for society and gives general culture as much as other subjects. Professor Suzallo of Teachers College, Columbia University, says: "Arithmetic is not a subject in which only the skills of calculation are cultivated, it is one that contributes social insight just as history and geography do."

In addition to its disciplinary, practical and informational values, the study of arithmetic has other values also, which, though incidental, are very important: the aesthetic value, the development of hon-

esty and reverence for truth, the fostering of habits of neatness and accuracy, the acquisition of helpful forms of analytic reasoning.

In order to attain all of the above ends or aims in teaching arithmetic, there are certain fundamental principles which must be kept constantly in mind. As individuals have many memories, so also children have many arithmetical abilities, and the development of one does not mean the development of all. Some pupils are lacking in the power to solve problems, where reason comes strongly into play; others can reason fairly well but are inaccurate in making calculations; others can do little without pencil and paper in hand, that is, are weak in mental, or oral, arithmetic; others are painfully slow in getting results, and therefore need to acquire speed; others have not the power to visualize unless an object or an illustration is before them. These varied abilities necessitate a variety of work, otherwise serious weaknesses will be overlooked.

Frequent short tests of various kinds, both oral and written, should be given early in the term to show the pupils just where they are weak. In the hands of a skillful teacher, the graph may be used to point out very forcibly to children their deficiencies. For example, if five tests are given in the four fundamental operations, five in simple fractions, five in decimals, five in oral work, ten in reasoning, and so on, each in the series of a uniform degree of difficulty, with a time limit set; and then, if the grades which are made on these tests are placed on a piece of graph paper and a connected line be drawn through all the points thus fixed; the curve shows by its rise and fall the strong and weak points of the student. If a later curve is plotted after drill work, it shows whether the student is improving and to what extent. A separate graph should be kept for each student: thus comparisons, with others as well as with self, can be made.

Oral arithmetic must have an important place. It develops the power of attention, saves much time, and furnishes fine opportunity for presenting new work concretely. There must be drill of the right kind to develop accuracy. The pupils, in this connection, must also be required to check or prove their answers. Time limits must be set to develop speed and accuracy; for it has been proved that as we increase the former, within a certain limit, we also increase the latter. If a task must be done within a certain time, the pupil concentrates more powerfully and therefore works more accurately. It is possible that objects are used too much in the primary grades; but neither objects nor illustrations are used as much as they should be in the grammar grades. In teaching denominations, the actual measures should be used. Children need to examine and handle things at first to get a clear understanding of them. In teaching land areas, having the pupils actually measure distances and surfaces prevents many ridiculous errors. Paper cutting and black-board illustrations also assist here. Going a step further in this direction, bills and accounts are made much more interesting and real to the children if regular bill-heads are used in the class-room. The same is also true of notes and checks. When boys and girls finish high school

they should be familiar with all of these papers and the proper writing, endorsing and handling of the same.

By the above means, speed, accuracy, and the power to visualize are developed. The power to solve problems is more slowly developed than the other abilities. The nature of the problem to be attacked by the child must be carefully considered. Professor David Eugene Smith, Head of the Department of Mathematics in Teachers College, says: "Common information, the subjects of interest to the general public, and those matters that are topics of conversation in the usual walks of life are the bases upon which we may reasonably build our problems." He also says that, from grade to grade, the interests and powers of the child must be considered. Our latest arithmetics do try to keep these things in mind, but book problems should be preceded and followed by those which grow immediately out of the life of the child or the community. Problems in a book need also to be checked up with life, otherwise, the teacher does not develop reasoning power, and she may teach untruths. For example, Milne's arithmetic, in a series of problems on cotton, supposes that it takes one hour, two minutes, thirty seconds to gin a bale, when in reality, at an up-to-date gin, a bale may be ginned in fifteen minutes or less. It also rates cottonseed at twelve cents a bushel; the selling price this fall has been as high as forty-five cents a bushel. Practically all arithmetics state that brick are 8 in. x 4 in. x 2 in. Are they? They also state that shingles are sold in "bunches" of 250 each and that a "bunch" cannot be broken, when in reality a bundle of fifty can easily be bought. Are shingles laid only four inches to the weather, as books lead one to think? If so, the roof is four singles thick in many places and five shingles thick in a few places. Is this necessary or practical? As North Carolina is such an agricultural State, any teacher can find a wealth of real industrial problems on all sides, if she will only throw herself into the life of the community and keep her eyes and ears open. The problems must increase in difficulty from grade to grade, or else there is no growth in reasoning power on the part of the child. The answer to the problem should contain information that is true and valuable and then it is a worthy goal.

Excursions to warehouses, factories, saw-mills, gins, and brick kilns furnish an abundance of material for live problems. The pupils should take note-books and pencils and collect data as to number of operatives, daily wage, value of plant, prices of products, disposal of same, and so on. The facts and figures thus gained are indelibly impressed upon their minds and furnish a sure basis for comparative work with industries of other sections of our State and Nation. These excursions also offer a means of correlating language, geography and agriculture with arithmetic. When studying practical measurements, a new building that is going up in the vicinity can be watched and thus the names of the various timbers and their prices can be learned. It is also valuable to find out how the workman makes his calculations, what short cuts he uses. Thus shingling, flooring, weatherboarding, plastering and painting are made very simple and lose the usual indefiniteness and remoteness. In all of this kind of work, business ideas and methods take hold of the child,

and he is brought to realize that arithmetic comes from life more than from a book.

This does not mean that the bulk of the time is devoted to this kind of thing, nor does it mean that there should be no drill work in the class-room. There must ever be drill; but in order for drill to be effective, children must feel a need for it, must realize that in actual life fractions, decimals and denominate numbers must be handled accurately and rapidly. If such a motive is back of drill work, and if the teacher is skillful in varying the kind of drill, there will be far less complaint of poor, inaccurate work them there now is. The instinct of competition common to children between the ages of ten and fifteen can also be utilized to make drill more effective. Team competition and races of various sorts can be used to advantage.

In how many schools in North Carolina is a review of arithmetic required the last year of the high school? This should be insisted upon by all means, for algebra and geometry throw much interest and light upon arithmetic. A broader and more connected view of a study can be taken if it is approached again after it has been left for a few years. The more difficult parts clear up wonderfully. Taxes, bank discount, stocks and bonds may be postponed until this review, so that there be more perfectly fresh material to be presented along with the review.

In addition to having a broad vision of the aims and principles in teaching arithmetic, the successful teacher must be thoroughly in love with her subject, must be full of enthusiasm, not easily discouraged. She must not only grow in her work through experience, but she must also read the best articles and books on methods in teaching arithmetic. The new "Outline Course of Study for the Elementary Public Schools" contains an interesting article on arithmetic, full of good suggestions. At the head of the book list there given should be placed: The Teaching of Arithmetic, Smith-Ginn & Co., and The Teaching of Arithmetic—Stamper-American Book Co. These two books, price \$1.00 each, should be owned by every teacher of arithmetic. The North Carolina Year-Book, the Year-Book of the Department of Agriculture at Washington and the World's Almanac are of inestimable value in furnishing material for problems. Clippings from the newspapers of monthly and yearly reports of cotton, tobacco, and all other farm products should be kept in a scrap-book, and in this way valuable comparisons can be made from year to year.

If the teachers of arithmetic in North Carolina awaken to a realization of the greatness of the task before them and the opportunities that are in their hands, then grammar grade children will be as much in love with number work as primary children naturally are, and then no one within or without the ranks can slur at the poor results of our teaching.

Credit for Bible study is given in the North Dakota high schools. A hundred students passed the State examination last year.

Two carpenters and a plumber from England have recently been traveling in Belgium. They were awarded vocational scholarships by means of which they are investigating old and new methods of house construction.

RECENT IMPROVEMENT IN SOUTHERN ACADEMIC STANDARDS

By Elizabeth Avery Colton.

During the past ten or twelve years the improvement in Southern academic standards has been remarkable; so remarkable, in fact, that the Bureau of Education has recently distributed a bulletin showing specifically the improvement in standards of Southern secondary schools and colleges since 1900. In 1900 there were so few high schools in the South giving a four-year course of study that only three Southern colleges were able to enforce standard entrance requirements; and nearly all the other Southern colleges, in spite of their low admission requirements, were obliged to support preparatory schools as feeders to their freshman classes. For instance, even as late as 1906 the University of North Carolina had only four State high schools on its accredited list. The number of high schools in North Carolina has since increased to over one hundred. And as the increase in the number and standards of secondary schools in other Southern States has been almost equally great, there are twenty-seven colleges and universities maintaining no preparatory school or "department," and over one hundred and sixty announcing standard requirements for entrance.

This phenomenal advance in education standards in the South is mainly attributable to three agencies: the Association of Colleges and Secondary Schools of the Southern States, organized in 1895; the General Education Board, established in 1902; and the Carnegie Foundation for the Advancement of Teaching, incorporated in 1905. The Southern College Association by demanding that colleges on its membership list either abolish their preparatory departments or separate rigidly preparatory and college students, has since its organization done much to educate the general public to distinguish between real colleges and preparatory schools of whatever name. And by attempting to set a uniform standard for colleges, and to consider subjects of common interest to secondary schools and colleges, this Association prepared the way for the effective work of the two other most influential factors in the improvement of academic standards in the South.

The General Education Board by its liberal disbursements of the Rockefeller Fund has enabled thirty-four Southern educational institutions to maintain, or to approach, a high standard of scholarship and efficiency. Up to May, 1912, the Board had subscribed \$2,777,500 to Southern colleges and universities; but it has, perhaps, exerted its greatest influence through the supervisors of secondary education which it has supported in Southern States since 1905. These high school inspectors have been influential in establishing many new high schools and in improving the standards of all secondary schools; consequently the standards of Southern colleges have been improved proportionately.

The Carnegie Foundation has accomplished most of its good work in the South through its publications. Very few Southern colleges have been directly benefited by the Carnegie Pension Fund for retiring professors; but there is hardly a Southern educational institution that has not been incited to improve its standard by the definition of a college which the Carnegie Foundation published in its first annual report. At that time, 1906, there were not more than a half-dozen colleges in the South that

even in admission requirements fulfilled the Carnegie definition of a college; now, as has already been implied, more than 160 are trying to require the amount of secondary school work which the Carnegie Foundation showed was demanded by standard colleges. The Foundation has brought this about largely by inducing colleges to adopt a uniform standard of measurement for indicating entrance requirements, namely, the "Carnegie," or standard, unit, which represents approximately a year's work in a secondary school subject. Consequently, it is now generally known that a high school pupil should complete four units of work each year; and that fourteen units, or approximately four years of secondary school work, represents the minimum requirement for admission to college.

But though so many Southern colleges have been encouraged to adopt standard admission requirements, the majority still lack adequate endowment and equipment; but as each year more liberal local responses are made to appeals for endowment funds, it is to be hoped that by the end of another decade the improvement in the library and laboratory equipment of Southern colleges may be as great as the recent improvement in admission requirements.

THE TEN MOST USEFUL AMERICANS AND BRITISHERS.

Nobody can tell which man or woman, of a State or community, is the most useful. The modest, timid, and unheard of may do that to-day which shall on to-morrow, or in future, prove them to have been the most useful. Still even our mortal standards are worth while and our speculations about the most useful, eminent and successful are interesting. Recently the Independent of New York asked its readers to name the ten most useful living Americans. The following received the most votes, in the order named: Thomas A. Edison, Jane Addams, Andrew Carnegie, Theodore Roosevelt, Helen Gould Shepard, Alexis Carrell, George W. Goethals, William Jennings Bryan, Woodrow Wilson, Luther Burbank. That list is significant in one particular: there is not a preacher in the list and the first three names are rather arrayed, with all their strength and great influence, against the church. The same question was raised by a British paper as to the ten most useful living Britishers. Those receiving the highest vote were: William Lloyd George, Prime Minister Asquith, Sir Edward Grey, A. J. Balfour, John Clifford, Viscount Kitchener, Earl Roberts, F. B. Meyer, Andrew Carnegie, G. Campbell Morgan. In this list are two ministers and with one or two exceptions all are prominent and influential church men. We Americans seem to rate a man's usefulness by the amount of material things he acquires, controls or affects. The British seem to have an idea that men who rise to eminence and renown in state craft, in culture and in the pulpit are the most useful.—Elon College Christian Sun.

Students at Hopkins Academy, Hadley, Mass., learn to work concrete as a regular part of their course in agriculture.

IS THERE ANYTHING WONDERFUL IN THE MONTESSORI CULT?

In these days when Dr. Maria Montessori is on a lecture tour of the Eastern States and is speaking in Italian, with Miss Annie E. George as interpreter by her side, to enthusiastic audiences that fill Carnegie Hall, New York, and large auditoriums of other cities to capacity, most educational experts of the country are her eulogists. There is one educator left, however, who does not hesitate to criticise the Montessori method of instructing young children even during its author's American triumph. He is Joseph T. Griffin, principal of Public School 188, a large boys' school at James, Oliver and Oak Streets, New York, who is delivering a course of lectures in New York and Brooklyn on "The Underlying Laws and Technic of Teaching." He is also delivering the course this winter in Philadelphia at the request of principals and teachers there. One lecture which he will give in Philadelphia on December 20 and in New York early in January is on "The Montessori Method as a Form of Multiple Sense Appeal."

"I am convinced," said Mr. Griffin, "that if Dr. Montessori spent one week of her stay in this country visiting the American schools in any school system in which the kindergarten method is properly developed and intelligently applied she would be immediately disabused of any impression that she had discovered any new or marvellous method.

"Mme. Montessori," continued Mr. Griffin, "has an elaborate system of didactic material. The failure of the Froebelian system has been largely due to the tendency to exaggerate the importance of didactic material. Is there any mystery or magic in the block of wood cut in a certain way and polished? Could not the children get their concepts of geometric forms just as easily from following the square edges of tablets, the round surfaces of plates or the angular surfaces of the familiar surroundings of their environment? Could not the child get his concept of geometric forms by cutting out cardboard, for instance, into a circle, an oval, a square, or a triangle? As a matter of fact, would he not be more likely to remember these forms if he created them himself, and is not Mme. Montessori violating, just as Frobel did, the principles of self-activity in giving to the children ready-made material which they could easily make or procure for themselves?

"One of the principles of the Montessori system is that all restraint and direct control should be excluded from the class-room. Infinite patience must be manifested by the teacher in leading the child through gradual and successive stages, away from the tendency toward harmful activity into the direction of good and creative activity. Those of us who have handled children know that, as a practical matter, even in dealing with the very youngest child, there must be direct and conscious control. Even the youngest child is subject to impulses which may be judged to be malicious or vicious, and personally I do not believe that we can begin too young with children to impress upon them the fact that, although we respect the sacred rights of childhood, at the same time we believe that if the child has privileges he also has duties, and the teacher is failing in her highest duty if through the manifestation of any sickly sentimentality she permits the children to form, by unchecked repetition, habits which are harmful to their own moral or physical development

or which interfere with the rights and privileges of the other children.

"If we were to read some of the extravagant claims," Mr. Griffin went on, "that were made a century ago for the educational possibilities of the theories of Pestalozzi and Froebel, and to place these expressions in parallel columns with some of the enthusiastic descriptions of the devotees of the Montessori system, we should be inclined to say that the same hand wrote both. Montessori emphasizes the importance of developing the play instinct of children. Froebel, a century ago, said: 'Play is the first means of development in the human mind, its first effort to make acquaintance with the outward world, to collect outward experiences from things and facts, and to exercise the powers of body and mind.'

"In properly judging the value of Dr. Montessori's work we must take into consideration the educational background against which her figure looms so conspicuously. It is undoubtedly that the elementary school system of Rome cannot compare—either for extensiveness, for thoroughness or for up-to-dateness—with that of New York schools, for instance; and her enthusiastic use of the law of multiple sense appeal is more likely to create a sensation in a school system in which this law was perhaps never heard of than it would be in a system like ours, where it is no new thing; and it is very easy to account for her being hailed as a great reformer by those who are ignorant of pedagogical history—in which it may be learned that the ideals of Mme. Montessori are at least a century old.

In closing his criticism of the Montessori method Mr. Griffin said that it is simply the revival and an application in Italian schools of the century old theories of Froebel; that the employment of didactic material emphasizes the importance of the medium of instruction; that the material, which costs \$50 a set, is too expensive for general use; that the proper manipulation of the material necessitates more ample individual accommodations than our elementary schools are able to afford, and that there are too many restrictions on the methods employed by the teacher.

"In the above criticism of the Montessori system I do not wish to be understood as absolutely condemning it. This method has revived an interest in some of the fundamental principles of education which many teachers, through too great insistence upon dull routine in their class-rooms, have forgotten. It has revived the importance of appealing to the self-activity of childhood; of making use of the play instincts of children, and of making use of the graphic and objective method of presentation. A generation ago the kindergarten was going to revolutionize the entire educational method of the world, according to extravagant claims of its admirers. To-day it is relegated to its proper place, the infant period of education. The Montessori method may modify in some way our present kindergarten system, but it will no more revolutionize elementary school methods than the enthusiastic theories of Froebel have done."—New York Times.

Sons of farmers in Down and Antrim Counties, Ireland, are named as the beneficiaries of a recent educational bequest of a million dollars.

A COURSE OF STUDY IN GEOGRAPHY--III

By John E. Smith.

Sixth Grade.

Pupils continue to make requests of Commercial Clubs, etc., for booklets, maps, and folders.

From superintendents or principals in localities that do not publish these, teachers may obtain addresses of pupils in this grade and subject. Have pupils learn the geography of these localities by correspondence.

Exchange products by parcel post.

Have your dealer order Dodge's Geographical Note-Book No. 3 (15 cents, Atkinson Mentzer & Co., Chicago).

General Principles of Geography. (State text.)

Learn the subject matter of pages 9 to 29 and 43 to 58 inclusive. Take the class into the field to study the things illustrated and described in the text. Keep the weather record required on page 46. Procure from the U. S. Weather Bureau (free to schools) the daily weather map.

Read and discuss carefully sections 7 to 10 and 15 to 22 inclusive.

Use globe and maps freely, also supplementary illustrations. Encourage the children to see the menagerie at the circus.

Continents and Countries (pp. 89 to 200, about two-fifths of school year).

Have outline maps (no names) of North America

geographical and industrial readers are excellent. Review work of the fifth grade.

Commercial and Industrial (pp. 327-333; time about 15 per cent).

Follow movements of vessels, harbors visited, cargoes discharged and taken aboard at each, winds encountered, etc.

Study the natural advantages, transportation facilities, industries, etc., that have built the city of 1,000 or more, nearest your home. Of 15,000 or more; of 50,000 or more.

TABULAR EXERCISE IN INDUSTRIAL GEOGRAPHY.

Article. Source of material. Where manufactured. How transported. Where sold. How and by whom used

Place in columns under above headings the facts about footwear (leather and rubber), textiles, flour, farm implements and various other manufactured articles. In a similar way use the headings below for the study of commerce in coal, oil, meats, tobacco, and other products.

Product, article. Where produced. Shipping point

Route of transportation. Receiving point.

Where, how, and by whom used.

Geography of North Carolina (about 15 per cent).

Supplement in text. Use also the supplement by Professor Collier Cobb in Natural School Geography

DATA FOR USE IN THE DIAGRAMS.

Year.	Product.	Unit.	Total for U. S.	Rank of States.					Page in Text.
				1.	2.	3.	4.	5.	
1909	Dairy products	Millions of dollars...	596.	New York.	Wisconsin.	Penna. . . .	Illinois . . .	Iowa	135
				77.8	53.8	42.8	31.5	31.1	
1909	Cattle sold . . .	Millions	22	Texas	Iowa	Kansas . .	Illinois . . .	Missouri . .	152
				2.5	2.2	1.6	1.4	1.3	
1909	Hogs sold	Millions	37.5	Iowa	Missouri .	Illinois . .	Indiana . .	Kansas . . .	160
				5.5	4.4	3.7	3.0	2.8	
1912	Coal	Millions of short tons	550	Penna. . . .	W. Va. . .	Illinois . .	Ohio	Kentucky. .	134
				250	66	60	16	
1912	Petroleum	Millions of barrels..	220	California.	Oklahoma.	Illinois . .	West Va... .	Texas	137
				87	52	28	11	10	
1912	Cotton	Millions of bales five hundred pounds.	13.7	Texas	Georgia . .	Alabama .	South Car. .	Mississippi . .	151
				4.88	1.77	1.34	1.18	1.04	
1912	Lumber	Millions of b'd feet..	3915.8	Wash'gton.	Louisiana.	Mississippi	North Car. .	Oregon . . .	162
				4099	3876	2381	2193	1916	
1912	Iron ore	Millions of long tons	55	Minnesota.	Michigan..	Alabama .	New York. .	Wisconsin. .	168
				34	11	4	1	.86	
1912	Phosphate	Millions of long tons	3	Florida . .	Tennessee.	South Car.	Idaho	Utah
				81 %	14 %	5 %	

and United States painted in white on the blackboard. Make models of the continents and United States by drawing an outline map, pastboard or very heavy paper, and building up the elevations approximately to scale with thickened paste or clay.

Teach home geography continually and current events regularly, deviating if necessary from the order of topics in the text.

Teach causal geography and its effects: climatic control—cotton, rice; soil control—tobacco; topographic control—mountains (timber, minerals, water power), fertile plain or valley (agriculture); study combinations of the factors of geographic control and their results.

Use references given on page 335 ff. Carpenter's

—Redway and Hinman. Also the supplement by Professors Cobb and Walker (the most recent one) in World Geography—Tarr and McMurray.

Study the State by its natural divisions—Mountain region, Piedmont Plateau, Coastal Plain; also by its drainage systems.

In New Zealand all males are obliged to do military drill from fourteen to twenty-one years of age, and schools are required to withhold scholarship grants from any student who cannot prove that he has complied with the provision of drill. Much opposition has developed, especially among school men, according to the American Peace Society.

School Room Methods and Devices.

SUBJECTS FOR COMPOSITIONS.

Before and after vacation.
 Noblesse Oblige.
 Some fine lecture, concert, or play to be produced in the town.
 A trip to some large city or country.
 Read a book—"Uncle's Tom Cabin."
 Factory or other place of interest reported upon.
 Important discoveries in science—radium.
 Current history — telegraph — newspaper, magazine.
 News out of the regular order.
 Two eruptions of Mt. Vesuvius.
 Types of courage.
 Nonsense in literature.
 Stories of shepherd life.
 Favorite songs.
 The Jungle.
 Scotland.
 Book illustration.
 Music of different nations.
 Music of different nations.
 Pottery.
 A Greek Festival.
 Roman customs.
 Inventors and inventions.
 City of Washington.
 Evolution of tools.
 First telegraph message sent.
 Wireless telegraphy.
 Telegraph strike.
 Life in a castle.—Popular Educator.



PAPERS FOR EXHIBITION.

I have found it a good idea to have on hand, in a convenient place, and always in the same place, where the superintendent can find them, sample drawings, number, language, and writing papers, to show to visitors—especially visiting teachers. I have a portolio, made of strong paper, in which I keep a sample of drawing from each drawing lesson through the year.

The samples of each one's writing taken at the beginning of the year and another set at the end of the year I fasten together with a brass button. Then I have sets of number papers, showing just what we do in our grade in addition, subtraction, multiplication, fractions, etc.

These sets of papers are always as carefully made as possible, and at the end of the year, I do not destroy them but keep them for the following year, so that when I have visited in the early weeks of the new school year, and I have not yet much work from my own new pupils, I show visitors these sets of papers, so that they can see at a glance what work we have to accomplish during the year.



SUGGESTION IN TEACHING AGRICULTURE.

By Sophia Emilson, in School Education.

I have found it difficult to teach agriculture to the pupils in rural schools. I commenced with the weeds. I went out with the children and began collecting the different kind of weeds, telling the names

of each and how ruinous they are to the farms. It was surprising how the pupils took an interest in this work. They collected all the different kinds of weeds, and I showed them how all these weeds should be put under heavy press. After they were pressed, they were mounted on paper, naming the booklet, and on each page was written:

- (1) Name of weed.
- (2) Kind of weed.
- (3) Where found.
- (4) How destroyed.

This gives the children the help they need in taking care of their gardens. In this way they have learned to grow their gardens by learning how ruinous weeds are.



A GEOGRAPHY SUGGESTION.

Before beginning the study of the sections of the United States, I assigned a certain section to each group of children. Having divided the class into as many equal groups as there were sections.

Then, I explained to them that we were going to make charts which would show the production and occupation of these sections. The best chart to receive an honor mark, although all must be made so well that we could place them on the wall for reference.

Pictures of cattle and sheep were cut from magazines, to show cattle raising; iron filings and gold nuggets to illustrate mining; grains were pasted on to show agriculture and its productions; pictures of shoe, furniture, and clothing factories to illustrate that work.

When sufficient material had been collected, I allowed them to paste their pictures on to large cardboards which I had bought at a printing shop. Then at the top was placed the name of the section.

The children enjoyed this work and it proved very helpful, both in the particular study of the section, and in comparing the sections and states of each.



A GOOD HISTORY LESSON.

I paid a visit to one of the New York public schools a few days ago and saw the teacher of the sixth grade conduct a lesson that was in some respects one of the best of its kind I ever saw. The subject for the day's lesson was the settlement of New York. One student was requested to rise and give a statement of the subject to be treated and how the author treated it. With an outline of the day's lesson in his hand he stated clearly and intelligently the subject and then discussed the whole lesson from the outline in his hand. After he had concluded his full and well told story, other students were requested to ask him questions about any part of the lesson. Each student brought on class a list of questions and they bombarded him with questions, the most of which he answered quickly and to the point. After they had finished firing questions at him, he was permitted to ask questions of any in the class. It was a spirited exercise and there was not a dull moment during the whole exercise. The teacher entered the contest here and there. But in the main, it was the students' lesson.

E. C. B.

North Carolina Education

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It is half a crime to let pupils form habits of carelessness and inaccuracy.

How many teachers in the city schools know how to use a library? If superintendents are looking for one good subject that will give life to a teachers' meeting, the library would be a good starting point.

One reason why a number of children dislike school work is that they are kept on the same method all the year round and interest is soon entirely exhausted. The same old way makes Jack the same old dull boy.

Teachers should secure at once the next book in the Reading Course. Carney's Country Life and the Country School. We have been requested to take it up next in the Reading Course. We shall treat it in full in our February number.

Would the superintendents of the State be able to agree as to what group of subjects is necessary for all to study who desire to become teachers? Have we yet worked out a curriculum for prospective teachers that will parallel the curricula of the medical and legal professions?

Superintendent H. H. McLean, of Farmville, prepared a careful letter calling attention to what he and his teachers are trying to do and giving, in part, the compulsory school law, and sent it to every family in his district. Such activity as this will undoubtedly result in good for the community and the school.

Two or three pages of North Carolina Education could be devoted to the value of teachers' meetings, and we should like to make the February or March numbers a special teachers' meeting number. What value is derived from these meetings in the city schools, and what value is derived from the county associations. It is time the teachers were telling both the value and the defects of the Teachers' Reading Course.

* It would be a good thing for the superintendent to have some neat calendars made for the coming year and have them so arranged that the important events locally of the school year may be attractively presented. Some schools in the West have begun the idea, and it is good enough to push along.

In our article on the Teachers' Assembly last month, through an unfortunate oversight, we failed to mention the departmental sessions of the City Superintendents' Association. These were some of the most interesting and valuable of all the sessions and were largely attended, not only by the City Superintendents, but by members of all the other associations, who left their own meetings to be able to attend these. From Thursday morning until Saturday at noon, this association held meetings, the programs being full of illuminating papers and discussions of subjects vital to the administrative side of the profession.

"YE ARE THE SALT OF THE EARTH."

In the midst of the selfishness of this busy world, it is a great inspiration to see a deed of pure disinterestedness inspired by no other motive than magnanimity and a large patriotism. Such a deed was that of Mr. J. T. Jones, of Red Oak, Nash County, who last month presented as a site for the new farm-life school a plot of twenty-five acres of his choicest and most fertile farm lands. A self-made man, who in his youth had little of the opportunities for education which the present generation enjoys, a man without children of an age to be educated, and who therefore has no personal interest in schools, Mr. Jones still has the public spirit to declare that the growing youth of his community shall have those advantages which were denied to him. Such men are the salt of the earth and the savor thereof shall never be lost so long as such noble spirits exist.

CARRYING THE LIGHT TO REMOTE PLACES.

In connection with the statement of Mr. Horace Kephart, in his new book, "Our Southern Highlanders," that the salvation of the mountain people lies in the development of their educational conditions, it is interesting to read of how two school teachers penetrated one of the most remote districts of the Virginia mountains and organized a successful summer school among the people. In 1911, after all attempts to get a regular teacher had failed, the County Superintendent persuaded two experienced teachers to go into Irish Creek Hollow, a district in the wilds, where cabins were not even good log-cabins, but where there was an old school building which had not been open in years. These men carried tents to live in, provisions, and cooking utensils. School was opened in the old building and the attendance exceeded all expectations. There were

eighty children enrolled in morning classes and thirty to forty adults in afternoon and evening classes. The mountaineers were so appreciative of what was done for them that summer that they built an additional school-room and two comfortable living rooms for the teachers. Later, civic leagues and athletic organizations were organized and the whole life of the community has been revolutionized. To red-blooded young men who love outdoor life and who are interested in humanity, no more attractive holiday could be planned than a camping excursion into a mountain district of this kind to organize a summer school. And such an undertaking would offer boundless opportunities for constructive service to teachers who have the courage, tact, and ability to avail themselves of them.

A NOTABLE CONTRIBUTION TO "MOUNTAINEER" LITERATURE.*

When the announcement was made at the meeting of the State Literary and Historical Association, November 20, that the Patterson Memorial Cup had been presented to Mr. Horace Kephart for the best work of the year by a resident writer, the winner of the trophy was practically unknown to the North Carolina public, a prophet in his own country. Since then not only our North Carolina folks, but others the wide country over, have been discovering him and have found him a writer of great attractiveness who has made an important contribution to our mountain literature of the past quarter of a century, a contribution setting forth things in which a half-dozen States besides our own should feel the keenest sociological and economic concern.

Mr. Kephart came to our mountain country, Appalachia as he fondly calls it, because it offered him an untouched field for literary endeavor. "When I prepared, eight years ago," he says, "for my sojourn in the Great Smoky Mountains, which form the master chain of the Appalachian system, I could find in no library a guide to that region. Had I been going to Teneriffe or Timbuctu, the libraries would have furnished information a plenty; but about this house-top of eastern America they were strangely silent; it was *terra incognita*." And here he found a country such that "if a pedestrian tries a short cut he will learn what the natives mean when they say 'goin' up, you can might' nigh stand up straight and bite the ground; goin' down, a man wants hobnails in the seat of his pants.'"

He has undertaken a dangerous task, this expositor of the life of the mountain peoples, for he has had to say plain things, such as his descriptions of the evils of inter-marrying, which will probably be resented by some. But he has not approached them with the usual scorn of the "outlander." He has be-

come one of them during the decade he has spent among them. He has lived their life, has done their work and played their play, until he writes of them from an absolutely sympathetic standpoint, and yet he adds to this a cosmopolitan outlook and a general culture which lift much of his writing into the zone of the universal.

Most interestingly he shows that our Highlanders are a distinct ethnic group, not part of the so-called "poor whites" of the low country who were descended from the criminal classes, but direct, full-blooded descendants of a race of sturdy Scotch-Irish who, with some English and Germans, invaded the mountains of Pennsylvania, and worked down through the valleys. He shows that they are in reality still an eighteenth century people, and that their vices are only those which were common attributes of our eighteenth century forbears. "The blood-feud," says he, "is simply a horrible survival of medievalism." After reading his discussion of their origin, it is easy to understand the expression "our contemporaneous ancestors." In this connection, he writes a fascinating chapter on the dialect of these mountain people in which he traces many of their strange phrases to good old English usages running back even beyond Chaucer, and shows that they are much nearer to old Elizabethan English than we are.

Not the least important part of this first-hand study, and the only part where Mr. Kephart drops his attitude as an impartial, interested spectator and pleads a cause, is that in which he shows that the trouble with the mountaineers in the remote places is not moral, or temperamental, but economic. They make moonshine because they cannot haul their corn crop over the impassable wilderness trails. And they do not cultivate their fields properly because in many cases they are so steep that a woman can fall out of a corn patch and break her neck and that the corn hills have to be propped up with rocks to keep them from rolling down the mountain side. And in this connection he speaks words which should be of profound import to laborers in the field of education: "The great need of our mountaineers to-day is trained leaders of their own. The future of Appalachia lies mostly in the hands of those resolute native boys and girls who win the education fitting them for such leadership. Here is where the nation at large is summoned by a solemn duty. And it should act quickly, because commercialism exploits and debauches quickly. But the schools needed here are not ordinary graded schools. They should be vocational schools that will turn out good farmers, good mechanics, good housewives. Meantime let a model farm be established in every mountain county showing how to get the most out of mountain land. Such object lessons would speedily work an economic revolution. It is an economic problem, fundamentally, that the mountaineer has to face."

*OUR SOUTHERN HIGHLANDERS. By Horace Kephart. Cloth, numerous full page illustrations, 325 pages. Price, \$2.50. Outing Publishing Company, 141-145 West Thirty-sixth Street, New York.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

*A Four Year Course of Home Study for Teachers
Leading to a Diploma for All Who Complete It*

FIFTH YEAR'S COURSE, 1913-1914

LESSON IV--TENDENCIES OF NOVICES IN TEACHING

CHAPTER IX.

Tendencies of Novices in Teaching.

Teachers, both new and old, will be able to derive some advantage from this chapter if it is studied carefully. It would be of additional value if the previous chapter on Teaching Pupils to Think, Teaching Pupils to Execute, and Teaching the Acts of Communication were reviewed in connection with it. What is the real difference between a new and inexperienced teacher and an old and successful teacher? This is the question that the author attempts to answer in Chapter IX. In order to secure material to work with, the author sent letters to one hundred high school principals and superintendents of schools in the Middle West, asking them to give the results of their experience with new teachers, specifying their strong and their weak points as they had occasion to observe them in the practical work of the school-room. I am summing up below the author's conclusion:

(1) The teacher fresh from college knows little of the value of studies he is employed to teach. That is, his knowledge is chiefly made up of concepts taken from college subjects, and is barren of concepts suitable to the mental life and experience of high school pupils.

(2) His knowledge is special and technical. Here again he has the college teacher's attitude which is shown in his teaching of the languages and the sciences. How long can a teacher keep alive interest in a subject by drilling on the fundamentals? Drill is, of course, necessary. But from the standpoint of a twelve- or thirteen-year-old learner how much of the drill is woven into a system of usable knowledge, and to what extent does the life of the pupil respond to this kind of teaching.

(3) Another common defect is this: The fresh college graduate "shoots over the heads" of the pupils, then loses his temper because pupils do not "grasp the idea."

These are the chief defects agreed upon by the one hundred superintendents and principals. But the author goes further and summarizes the common defects taken from the reports of "one thousand teachers made by university inspectors," and he adds them to the above defects. Suppose we follow them.

(4) Spiritless teaching due in the main to dry text-book work. This is an old offender against the children. Mr. Verbatim Rendering, Mr. Mind Trainer, Miss Formal Memorizer, and little Miss Definitions. These help to make up the teaching profession. The author says that 113 out of 1,000 teach in this lifeless way. I for one would like to know how he reached this exact answer. It is encouraging if the percentage is so small. But as he says so much has been said of late about formal teaching

"that even a novice in this grade can hardly escape being influenced by the discussion." But the reason so many fail is because "they are satisfied with more or less verbal, mechanical definition teaching."

(5) In addition to spiritless teaching but closely related to it is "narrowness of view." Here we fall back again on definitions, rules, and forms, and fail to grasp the content, or get into the spirit of the subject. The author says this defect is noticed more often in the teaching of English literature and foreign language than elsewhere, though it is seen also in history and other branches. The only remedy for this defect is for the teacher to broaden his own knowledge of the subject and take as far as possible the viewpoint of the pupil. I say it with all proper reverence for the dead, but why isn't a good live pony preferable to a dead teacher of the ancient languages; or, if you object to my language, a poor teacher of a dead language?

(6) Again, the teacher of foreign languages is trapped. How many teachers in the high school know enough Latin, French, or German to make the subject interesting? But maybe we still hold to the old notion that a pupil should get no real pleasure out of these subjects. It may be the case also that the teacher went through the mill in order to graduate and feels the necessity of feeding the hopper with high school pupils. Has the teacher found any value in the subject other than the part the subject played in rounding out a college course?

(7) By all means give me a "spell-binder" instead of a grouchy task-master. The former will let his hair grow long and study low, while the latter will divide his top-knot with precision, complain about his salary, and talk pensions for the faithful. But as the author notes, the lecturer or spell-binder becomes the prominent figure, does the greater part of the work, attends pink teas or the dances, and the pupils all love the school and rally around the teacher. But there is little of value to be found in this school as a social center. Think about the geology teacher that the author mentions. He is right. Appropriate reaction is the thing, and any kind of method that will secure results "of this sort is sound."

(8) In the Joysome History of Education this question is asked: What is the examination? Answer: The attempt of the pupil to state a certain per cent of what the teacher has in mind. Much of the socratic method of teaching is satirized in this answer, and the author (page 294-300) has touched a weak spot in much of our present-day method. There is a need of effective lecturing on class; that is, the teacher should always have something to tell that will make the subject glow with red blood. Of course, the teacher can by a series of questions "draw the child out." But after all the forming of useful associations is the great work of the teacher,

and I seriously question the permanent value of the "drawing out" process as applied to children in the public schools. But the term "drawing out" frequently means forming useful associations while the teacher in the same breath is talking about "harmonious development." To what extent should the teacher be merely an "examiner," and when does she become an "instructor"? This is a good subject to discuss.

(9) We are introduced next to the teacher who lacks authority and feels her weakness and quarrels about it, laying the blame on the pupils, the imperious teacher who is pompous and sarcastic, the nervous teacher who must make haste and complete the work, and the stiff old sister whose face would crack if she smiled. The author concludes the chapter with a very sensible paragraph on the value of humor in the school-room. Let this topic be read aloud in the teachers' meeting for fear that some of the teachers have not read it.

CHAPTER X.

The Education of Girls.

Every high school principal in North Carolina should read this chapter. While it contains little that is new, the author has brought his theories and practices together in such a way as to convince the average reader that we have by no means reached perfection in our present-day educational practice. Should boys and girls of the high school study the same subjects? The Menomonie school is no longer an experiment. If the purpose of education is more than simply to give a disciplinary training, then

much of our educational practice is wrong. But our schools are so hedged in by tradition and custom that few school men have the conviction and zeal sufficient to break the custom. We are in the main educating for leisure, which was the ideal of the teachers of the sons of nobility in the sixteenth and seventeenth centuries. I shall not undertake to analyze this last chapter, but I do recommend it to all principals and superintendents.

Country Life and the Country School.

The next book in the Course, "Country Life and the Country School," published by Row, Peterson & Company, Chicago, will be discussed in **North Carolina Education** for February. The fundamental lines of thought maintained in this book unfold as follows:

(1) The chief relief for the present undesirable conditions of country life is to be realized through the co-operative endeavor of farmers and the upbuilding of local country communities.

(2) The country school, of all rural social institutions, makes the best and most available center for upbuilding the rural community, and bears at present the greatest responsibility for socializing country life.

(3) To realize this social service of the country school, country teachers must become local community leaders.

(4) To fill this office of leadership efficiently, country teachers must be afforded special training through state normal schools and other institutions of learning.

A GREAT SERVICE TO ONE COMMUNITY.

By Edwin D. Pusey.

One of the sand hills districts of Scotland County was notorious for its poor school and lack of school spirit. Many of the men in the district were engaged in making and selling moonshine whiskey. There was no church in the district, and Sunday was a day given up to drinking and carousing. In November, 1912, Miss Naomi Schell, a young woman with but little experience in teaching, took charge of the school. The building was old, the floor was covered with sand, the windows were out, the roof leaked, and the school-yard was covered with bushes and briars. Miss Schell visited the people in the district, got the children in the school, cleaned the place up, had the roof repaired, and windows put in. There was no Sunday-school in the district. She announced that she was going to start one; the first day she had one pupil; the next Sunday several grown people began to come; and before the four months of the school term was up nearly every person in the district had been enrolled in her Sunday-school. Preachers had avoided this district; she persuaded one to come to preach to the people. When her school closed a congregation had been formed, a lot of several acres had been bought, on one-half of which the people were building a new school-house; on the other half a church, which they have since named the Naomi Church. The news of Miss Schell's work extended over the whole county. When the school board met in July men from different parts of the county appeared before the board to ask that Miss Schell be returned to the district,

and that the board recognize her service to the community in which she had worked in some suitable manner.

HOW TO PLANT A TREE.

The Department of Agriculture at Washington gives the following suggestions for planting trees:

"The proper season for planting is not everywhere the same. When the planting is done in the spring, the right time is when the frost is out of the ground and before budding begins.

"The day to plant is almost as important as the season. Sunny, windy weather is to be avoided. Cool damp days are the best. Trees cannot be thrust carelessly into a rough soil and then be expected to flourish. They should be planted in properly worked soil, well enriched. If they cannot be planted immediately after they are taken up, the first step is to prevent their roots drying out in the air. This may be done by piling fresh dirt deep about the roots or setting the roots in mud.

"In planting they should be placed from two to three inches deeper than they stand originally. Fine soil should always be pressed firmly—not made hard—about the roots, and two inches of dry soil at the top should be left very loose to retain moisture."

"Can anyone name a liquid that doesn't freeze?" asked the teacher. There was a moment's silence, then a voice in the rear of the room answered, eagerly: "Please, teacher, hot water!"—*Berliner Illustrated Zeitung*.

News and Comment About Books

BOOK REVIEWS.

Chinese Education From the Western Viewpoint. By Yen Sun Ho, M.A., Northwestern University. Cloth, 91 pages with Bibliography. Price, 50 cents net. Rand McNally & Company, New York.

In this admirable monograph, a Chinese student of education in America sketches succinctly and forcefully an illuminating outline of the history of Chinese education from the earliest recorded times (2357-1122 B. C.) down to the present decade, the institution of the New Education, and the changes wrought in it by the republican regime. In his first chapters he controverts Professor Monroe's idea of the negligible worth of Chinese education before the age of Confucius, showing that during the Chow Dynasty (1122-249 B. C.), a period which has never been treated by historians of education, Chinese culture reached the highest development that it has ever attained, this being the real "Perclean Age" of China's history. His outline of the subsequent history of her education is striking in the parallels which can be drawn with the history of European education, such movements as the Renaissance or Classical Revival, "Ciceronianism" (Confucianism in the case of China), the rise of the dogma of formal discipline and the subsequent revolt therefrom, being more or less exactly replicated in Chinese history. The author gives a survey of the present new system of education under the republic, points out defects, and gives clear-cut suggestions for its improvement, among which are suggestions for better housing conditions, state-prescribed course of study, compulsory attendance, pensions for teachers, professional training, and the decentralization of the highest universities of research.



The Four Wonders. By Elnora E. Shillig, with sixty illustrations; drawings and water colors by Charles Copeland. Cloth, 8vo, 137 pages. Price, 50 cents. Rand, McNally & Company, Chicago and New York.

To many teachers it will be a grateful change to find a good book for very young children which deals with something besides fairies or games or pets. Such a book is *The Four Wonders*, in which Miss Shillig has taken the four great textiles—cotton, wool, linen, and silk—and written about them charming little descriptions in short, crisp sentences of cotton stalks laden with snowy balls and flax plants with waving blue flowers, of sheep and sheep-raising, of silk-worms and the golden houses they

build. The author tells as well what becomes of the various fibers, and we catch a glimpse of whirring spinning mills and clicking looms. For each of the "four wonders" she knows a pleasant story or two—stories about a little Southern girl who had a fairy dream in a cotton field, a demure colonial maid and her new homespun dress, Silas Marner and little Eppie, and others of almond-eyed children across the sea. A sprightly song for each of the four topics has been added. The "Suggestions to Teachers" outline work which the children will quickly learn to live. Growing cotton and flax, raising silkworms, modeling on the sand table, and making collections of textiles are some of the things children are sure to enjoy. The book is printed in large type and is profusely illustrated with half-tones from photographs, excellent simple wash drawings, and four attractive pictures in color.



A Brief Course in the Teaching Process. By George Drayton Strayer, Ph.D., Professor of Education, Administration, etc. Teachers' College, Columbia University. Cloth, 315 pages. Price, \$1.25. The Macmillan Company, New York.

First published two years ago and reprinted a half-dozen times since, this book is proving its usefulness by its popularity. In nineteen chapters a pretty thorough course in teaching is worked out, and the teacher who masters it will be well equipped in the principles and will have a good understanding of the practice of teaching. There are chapters on "The Aim of Education," "The Teaching Process," "The Drill Lesson," "The Inductive Lesson," "The Deductive Lesson," "The Lesson for Appreciation," "The Study Lesson," "Review or Examination Lesson," "The Recitation Lesson," "Questioning," "Lesson Plans," "Physical Welfare of Children," "Moral Training," "Class Management," and "The Teacher's Relation (1) to Supervision and (2) to the Course of Study." A valuable appendix on the teaching of the different subjects occupies forty-five pages, and this is followed by an index.



One Hundred Years of Peace. By Henry Cabot Lodge. Cloth, stamped with gold, 136 pages. Price, \$1.25. The Macmillan Company, 66 Fifth Avenue, New York.

Christmas eve, 1914, will mark the hundredth anniversary of the signing of the treaty of Ghent, which concluded the last actual war between Great Britain and the United States. As such, it marks the conclusion of one hundred years of peace

between the two countries and extensive preparations are being made on both sides of the Atlantic for the fitting celebration of the event, for the erection of magnificent peace memorials, and for the pledging of eternal friendship between these two nations of the same blood. Apropos of these preparations, Senator Lodge's book appears as an elongated essay on the relations between the two countries during these hundred years. It is conceived with the authoritative historical acumen of Senator Lodge, it is an analysis of characteristic clarity of vision, of incisive penetration, done with admirable impartiality, and is couched in brilliant literary style. But the title of the book should not delude one to think that we have had a century of tranquil relationship. It has been a century of peace only in the sense that there has been no armed conflict. Up to the time of the Spanish-American War, in fact, the years have been full of bitterness and mutual recrimination, often of defiant hatred which verged so closely on war several times that only masterly diplomacy prevented the breach. Senator Lodge gives a brilliant sketch of the steps in the development of our relationship from one of intense and outspoken hatred, to one of amity and outspoken good will.



Productive Poultry Husbandry. A Complete Text Dealing with the Principles and Practices Involved in the Management of Poultry. By Harry R. Lewis, B.S., Poultry Husbandman of the New Jersey Agricultural Experiment Station. Cloth, decorated cover stamped in colors, 329 illustrations, xiv + 536 pages. Price, \$2.00 net. J. B. Lippincott Company, Philadelphia.

This is one of the latest and most interesting additions to that fine series of books known as "Lippincott's Farm Manuals," edited by Kary C. Davis, of the New Jersey Agricultural College. It is a comprehensive and attractively presented exposition of the entire business of poultry culture. There is scarcely a problem in any phase of practical poultry raising that does not here receive attention and helpful treatment. It is useful alike for a hand-book for the enterprising poultry-keeper or text-book for class work. The illustrations are attractive and abundant, the twenty-eight chapters cover the poultry business from the first principles of making a start, through the types and breeds, the selection and breeding, brooding, managing, housing, feeding, dressing, marketing, exhibiting and judging. A good bibliography and index are given at the end, and complete a volume that could be owned and studied and followed with profit and pride by thousands of farm boys and girls and their elders who are engaged in raising poultry.

Five Messages to Teachers of Primary Reading. By Nettie Alice Sawyer, formerly Supervisor of Primary Education, Seattle, Washington. Author of *The Little Kingdom Primer* and *The Little Kingdom First Reader*. Cloth, 12mo, 219 pages. Price, \$1.00. Rand McNally & Company, Chicago and New York.

Realizing that the aim of all primary work should be not merely to make the child master of the printed page but to guide his mental, moral, and physical development, the author has shown how the simplest reading lesson may be given this broad application. All phases of beginning reading are completely covered. The first of the messages deals with black-board work, the second with the teaching of primer and first reader in general. Word study and seat work are taken up in turn, and the closing section consists of seventy pages of outlines of subject matter suitable for opening exercises, general lessons, and work supplementary to the primer and first reader. The book is written largely in outline form, thus securing clear expression of ideas and convenient form for use as a manual.



Out of the Dark. By Helen Keller, author of "The Story of My Life," "Optimism," "The World I Live In," "The Song of the Stone Wall." Cloth, 282 pages. Price, \$1 net. Doubleday Page & Company, New York.

"Essays, Letters, and Addresses on Physical and Social Blindness," is the well chosen sub-title of this collection of selections from the mass of the occasional writings of Miss Keller. Out of the eternal darkness of her affliction, she looks upon society with more acute sensitiveness and penetrating vision than most of us who see, discerns the cruelty and injustice of much of modern life, and calls this injustice "social blindness." By her condition and the sad facts of her life made super-sensitive to misfortune of others, she swings to the extreme in her championing of the rights of the oppressed, sees socialism as the one solution of all wrongs of our industrial system, and gives this doctrine vigorous and powerful advocacy. The second article in her *credo* is woman's suffrage, and she argues this cause with a cutting power and a chill-steel irony, in the use of which the asperities of life have given her acid facility. Her other great propaganda, and in these she has universal sympathy and support, are the prevention of unnecessary physical blindness and the training of the blind through an industrial education which will render them, not objects of pity and charity, but self-supporting and self-respecting members of the economic system, who give value received for the living which they wrest from the world.

Her essays are fascinating not only as curiosities (because Helen Keller wrote them)—she would not appreciate such interest in her work—but for their real literary style and their real depth of thought and feeling.



The Ideal Sound Exemplifier. By a Sister of Saint Joseph, Archdiocese of Boston, Mass. Pamphlet covers 64 pages. Price, 15 cents. Edward E. Bahb & Company, Boston.

This is not a singing master's silver-mounted tuning fork, as its title alone might suggest, but a really valuable little hand-book for primary teachers. Professedly, it is "an aid to the primary teacher in imparting accurate pronunciation and in securing rapid progress in reading," and as a drill book it will be found well adapted to the purpose for which it is designed. It contains all the elementary sounds and a variety of consonant combinations; these are arranged in 397 families to which ready reference is provided by a "family index."



The Master of the Red Buck and the Bay Doe: A Story of Whig and Tory Warfare in North Carolina in 1781-1783. By William Laurie Hill. Cloth, five full-page illustrations, 297 pages. Price, \$1.50 net. Stone Publishing Company, Charlotte, N. C.

This latest addition to the Tar Heel library is a romance of revolutionary days in North Carolina. The author seems perfectly at home in the manners, customs, and historical events of those stormy times. These with the plotting and fighting and courting and narrow escapes of the characters furnish a wealth of material out of which to weave a vivid and romantic story, many of the characters and incidents being historic. One of the characters, the noted David Fanning, and his two fine horses give the story its name.



Productive Swine Husbandry. By George E. Day, B.S.A., Professor of Animal Husbandry, and Farm Superintendent, Ontario Agricultural College, Guelph, Ontario, Canada. Cloth, decorated cover stamped in colors, 75 illustrations, x+330 pages. Price, \$1.50 net. J. B. Lippincott Company, Philadelphia.

If any readers of *North Carolina Education* have occasion to use or to recommend to their students or patrons a practical book on swine husbandry, the volume described above may be chosen with confidence that satisfaction will accompany the reading and study of its attractive pages. Its practical value to the practical farmer or stockman has been the foremost consideration of the author in writing the book, and the treatment of the entire subject is so clear and concise and the topical arrange-

ment so orderly as to give the work the added value of an extremely admirable text-book for school use. The practical tenor of the work may be indicated in a measure by quoting a single extract: "It is not the object of the writer to urge farmers to feed more hogs—far from it. Every farmer must be his own judge in this matter, and many farmers should never attempt to raise hogs, owing to the fact that the man himself is not adapted to the business or his conditions are unsuitable. Nevertheless, it is true that a few hogs might be kept profitably upon many farms where they do not find a place today." It is a very complete hog book, treating of the types of swine, discussing and illustrating the principal breeds, with instructions for selection, breeding, and feeding, housing, fattening, curing, and marketing. There is a list of other useful swine books, followed by a valuable appendix on the composition of feed stuffs and an index. It is altogether a thorough, attractive and very helpful addition to the admirable series of "Lippincott's Farm Manuals."

A Valuable Bibliography.

The United States Bureau of Education publishes a monthly record of current educational publications which is a very complete Bibliography of all bulletins, books, and pamphlets on educational topics published in the United States within the month. The publishers from which the publications may be obtained are listed. This record is a very valuable classification of such literature.

Raleigh May Vote Bonds.

By an act of the General Assembly, special session, permission is given Raleigh Township to issue \$50,000 in bonds for school buildings. The bill, as introduced by Senator J. C. Little, limited the amount of the proposed issue to \$25,000, but an amendment offered by Representative J. W. Bunn was adopted, making the limit \$50,000. The bonds are to be issued only after an election and upon a majority of the votes cast, after a new registration. The election is to be called by the board of county commissioners upon request of a majority of the school committee of Raleigh Township and must be held between now and the end of the year 1914.

The election so held is to determine the question: "Shall the school committee of Raleigh Township, Wake County, issue \$50,000 of bonds (par value) for said township, with interest coupons attached bearing interest at the rate of 5 per cent per annum, payable semi-annually, to aid in the construction and equipment of graded or public school buildings in the said township?"

State School News

An election is called to be held in Edenton graded school districts for a Farm Life School on Tuesday, January 20, 1914, and friends of education are sanguine of its passage.

A United Farm Woman's Society has been organized in Catawba to be the central organization for the whole county, under the auspices of which it is intended to form local societies for every school in the county, the purpose of which shall be to better rural conditions. The following officers were elected: Mrs. J. W. Robinson, president; Mrs. J. Y. Killian, vice-president; Miss Myrtle Rockett, secretary; Mrs. A. C. Shuford, treasurer.

North Carolina Boys and Girls in Washington.

During the week beginning December 11, the United States Department of Agriculture entertained at Washington, D. C., a large number of boys and girls from all over the country who had been successful in the work of the boys' corn clubs and the girls' canning clubs. The young folks spent the week in sightseeing at the expense of the government, while the directors of the boys' and girls' work who went along with them held conferences for the discussion of better methods of co-operative buying and selling. The prize-winning girls who went from North Carolina were Margaret Brown and May Belle Brown, two sisters, of Charlotte. The Tar Heel boys were J. Ray Cameron, Kinston, and E. C. Morgan, of Marietta, N. C.

Interesting Betterment Work.

Miss Lizzie Adkins, of Red Shoals, who is president of the successful Stokes County Woman's Betterment Association writes to Miss Edith Royster, of Raleigh, an interesting account of the formation of a local association at her school at Red Shoals, the first of the kind to be formed in that county. She interested the woman in the proposition, got them to work by making them officers of the association, and through them interested the men of the community. A box party was given recently in which contests for the most popular girl were held, the proceeds amounting to \$70. "Our school is in the country," writes Miss Adkins, "only two stores, postoffice, and a broken-down saw-mill and eight residences. The district extends around in the country. We began with two teachers, the third teacher will come in Monday, 130 enrolled, more to come. We think local associations may help other places too."

On Program of American Historical Association.

Several North Carolinians had important places on the program of the American Historical Association which met in Charleston, S. C., December 29 and 30 and in Columbia, December 31. On the first day Mr. R. D. W. Connor took part in the discussion "Historical Work in Lower South." Dr. W. T. LaPrade, of Trinity College, led the discussion of modern English history based upon legal methods as sources of this history. Dr. J. DeR. Hamilton, of the University, as chairman made the address on the teaching of history, and on Tuesday evening Dr. Archibald Henderson read a paper on "The Creative Forces in Westward Expansion."

News of the Year From Anson.

Messrs. Editors:—At present the outlook is good for the best school year in the history of Anson County. Our teaching force is unusually strong and enthusiastic.

Our first teachers' meeting was held on November 8, thirty-eight of the forty-six white schools being represented by fifty-eight teachers. The association discussed now school legislation and general school matters, especial attention being given to the discussion of the compulsory attendance law. It was the general opinion that there would not be any serious trouble in getting the compulsory law enforced. Reports from all the teachers show that this surmise was correct. A good number of our best schools send up reports for weeks and do not have any to report as being absent for any cause.

The second meeting of the association was held December 13. Seventy members were present, representing forty-two schools. The four schools not represented are from fifteen to twenty-two miles from town and the lady teachers had no way to reach town other than to drive in.

The chief features of the meeting were a lecture on some practical ways of teaching agriculture, by Dr. G. A. Roberts of the A. & M. College, Raleigh; demonstration lessons in the teaching of phonics, by Misses Redwine and Harper of the Wadesboro graded school.

At each teachers' meeting we generally have present our county farm demonstrator, girls' canning club collaborator, and a number of other citizens who are much interested in educational matters.

On November 20, 21, and 22 Anson had her fair. Friday was school day. Many of the schools brought practically the entire enrollment in floats. At 2 o'clock there was a grand

parade of the school children. Three of the chief features of the fair were the exhibits of the girls of the canning clubs and of the corn club boys, and the school seed corn exhibit. On the day before the fair all the schools had local corn contests, and the prize winners in the local contests sent in their corn. Midway school won the first prize, a thirty dollar library; Polkton won second prize and Diamond Hill won third prize.

It was a big day for the schools of Anson, and now we are planning for a much better fair next year.

A NEW FARM-LIFE SCHOOL.

Bonds Voted at Red Oak, Nash County.

Dr. Joyner returned recently from Red Oak, where he made an address in favor of the proposed bond issue. At the same time short talks were made by County Superintendent Austin, Superintendent J. L. Harris, of the Rocky Mount schools, and Mr. W. S. Wilkinson, chairman of the County Board of Education. The following day the bond issue passed by a vote of sixty to thirty. Bonds to the amount of \$10,000 will be issued for the establishment of a farm-life school and the building of dormitories.

The farm-life school is to be conducted in connection with the State rural high school at Red Oak, and will be built immediately. A grove of three or four acres of ground for the location of the school building, and a plot of twenty-five acres of very fertile farming land to be used by the students, were donated by Mr. J. T. Jones, a prosperous and wealthy farmer of that section. Mr. Jones is one of the largest tax-payers in the whole county, and owns a large farm, out of the heart of which these thirty acres of land were taken.

Dr. Joyner says that it is an ideal location for the farm life school. It is in one of the best farming sections of Nash County and Eastern North Carolina, and is situated eleven miles from Rocky Mount, and about seven miles from Nashville, these being the nearest towns to Red Oak. Six public roads lead into and out of the town, and make it all the more accessible to the boys of that section who will take advantage of the opportunities afforded by the school.

"In Edinburgh," says Sir James Grant, "the impression is gaining ground that physical culture comes before the humanities, and hygiene is reckoned of greater importance than higher mathematics."

When an epidemic of cholera is raging in the Philippines, the authorities do not close the schools to avoid contagion. They keep them open as centers of hygienic information for preventing the spread of the disease.

Campaigning for Improved Rural Schools.

Mr. L. C. Brodgen, State Supervisor of Rural Schools, spent the first week of December in McDowell County and reports a growing spirit of enthusiasm for educational and rural life development in that county. He attended nightly meetings in Garden City and in Nebo and addressed these meetings with the special purpose of getting them interested in establishing a type of rural school on which he has been working for some time.

The essential idea of this typical school is to extend the district from an average of nine square miles, which is now usual, to one of twenty-five square miles, making the three-teacher school the minimum, which would be easily supported by the increased area of the local tax. The curriculum of this school is to include farm work for the boys and practical cooking for the girls. Another central feature of the plan is the erection of a principal's cottage. This would be maintained as the principal's home and counted as part of his salary. It would tend to make the principaship of the rural schools more permanent. Mr. Brodgen has done some effective planning to perfect this type of school and is now busy campaigning to secure its adoption throughout the State.

While in McDowell County he also

met with the county teachers and took part in the conference on the course of study and how to use it to make it more effective for community life. On December 6, in Marion he witnessed a parade of thirty corn club boys, some of whom had made exceptional records for corn-raising. Mounted on mules, each carrying a corn stalk and wearing a shuck in his hat, the boys made a quite memorable sight.

Home Economics Department at Meredith.

President R. T. Vann, of Meredith College, announces that he intends to open a department of Home Economics next fall, using the McKee building for this purpos. For the first year or so the work will be confined to the art and science of housekeeping generally, covering food chemistry, dietetics, sanitation, etc. It is probable that the degree of Bachelor of Science will be established to cover this course in Home Economics, and that, at the same time, candidates for the degree of Bachelor of Arts will be allowed to elect courses in this department. A woman of fine training, of good sense and experience, will be secured as head of the department, and it is hoped that the department will be made practically interesting to many of the housekeepers of Raleigh.

A "Society for the Instruction of Eugenics" recently founded in New York already has two hundred members.

The Massachusetts State Board of Education maintains a teachers' registration bureau for teachers desiring positions in Massachusetts. In the past year, the first of its existence, the bureau filled eighty-nine positions at salaries ranging from \$2,700 down to \$10 per week.

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Exercises at Holly Springs.

School exercises and an educational rally were held Friday evening, December 19, at Holly Springs, Wake County, at which time Mr. C. E. McIntosh, of the State Department of Education, was present and made the address of the evening. The chief object of the meeting was to work up sentiment for the passage of a bond issue to provide dormitories for the Holly Springs High School, and the establishment of vocational courses. Mr. McIntosh made a very forceful appeal for education and for bonds as the means thereto, and it is believed that little difficulty will be experienced when the matter comes to election.

PEACE PRIZE CONTEST**Open to Pupils of All Countries.**

Two sets of prizes, to be known as the Seabury Prizes, are offered for the best essays on one of the following subjects:

(1) The Opportunity and Duty of the Schools in the International Peace Movement. Open to seniors in the normal schools of the United States.

(2) The Significance of the Two Hague Peace Conferences. Open to seniors of the secondary schools of the United States.

Three prizes of twenty-five, fifty and twenty-five dollars will be given for the three best essays in both sets.

This contest is open for the year 1914, to the pupils of the secondary and normal schools in all countries.

CONTEST CLOSES MARCH 1, 1914.

Conditions for the Contest.

Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable), and must be written, preferably in typewriting, on one side only of paper, 8 x 10 inches, with a margin of at least 1½ inches. Manuscripts not easily legible will not be considered.

The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school, and home address, and sent to Mrs. Fannie Fern Andrews, Secretary American School Peace League, 405 Marlborough Street, Boston, Mass., not later than March 1, 1914. Essays should be mailed flat (not rolled).

The award of the prizes will be made at the annual meeting of the league in July, 1914.

Information concerning literature on the subject may be obtained from the secretary.

Joliet, Illinois, aims to get rid of delinquents in its schools by putting the boys too big for their classes into a special class in charge of a man teacher of forceful personality.

One Idaho County has more than 350 boys and girls organized in sewing, cooking, potato, and corn club work.

Of 1,100 cases of removal from country to city personally investigated by T. J. Coates, supervisor of rural schools in Kentucky, over 1,000 were found to be caused by the desire for better school, church, and social advantages.

That the country church can and ought to lead in the campaign for better elementary public schools, for larger school revenues, for more enlightened ideals of school efficiency, for larger enrollment and better attendance and less illiteracy in the

rural sections, was declared in resolutions recently adopted by a conference on the country church.

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**School Board Assists Y. M. C. A.
Night School Work.**

The school board of Charlotte has voted to give the local Y. M. C. A. dollar for dollar for the night school which is now being held in the association. The school has been organized and is well attended. With the assurance that it will get as much from the school board as it is able to raise from other sources, it is certain of sufficient financial backing to make it a success. It is another one of the city Y. M. C. A.'s which is making itself vitally useful to the community in an educational way.

The first month's report of Superintendent Harding, of the Charlotte public schools as to attendance, showed some interesting figures. The report showed a total enrollment of white children of 4,028 with an average attendance of 3,819, or 95 per cent of the total enrollment. The colored total enrollment is 1,864, with an average attendance of 1,796, or a percentage of 96, which is 1 per cent better than the showing made by the white pupils. The grand total of both white and colored is 5,892, with an average attendance of 5,615 pupils daily.

Of interest was the comparison with last year. Last year the total enrollment was 5,512, while this year the total enrollment is 5,892, or a gain of 380 pupils.

NORTH CAROLINA DAY EXERCISES.

This Year a Rural Life and Knapp Memorial Day.

North Carolina Day was observed in the public schools of the State on December 17th by the celebration of an agricultural and rural life program and Knapp memorial exercises. Excellent material for these exercises had been collected by Mr. N. C. Newbold, of the State Department of Education, published as a bulletin of the department, and distributed broadcast over the State.

Superintendent Joyner decided to depart from the custom of having exercises relating to North Carolina history, and to bring the attention of the pupils to the life around them. His own words are significant:

"It is the rural teacher's duty to help open their [the pupils'] eyes to the glorious sights and their ears to the heavenly harmonies about them. In the country is a museum filled with living specimens of all sorts of life, whose walls are the boundless horizon, whose roof is the arched sky. Then our young people would not be so anxious for the artificialities of the city, its moving picture shows and other things. Train them to see and understand God's great moving picture show, which begins with the rising of the sun and ends with the setting thereof, and in

which the scenes are shifted every hour by the hand of God for the delectation of His people. With Shakespeare, then, they would find 'Tongues in trees, books in running brooks, sermons in stones, and good in everything.'

The North Carolina Day bulletin, brimming over as it is with information and inspiration for the country child, deserves not to be cast aside but to be given a permanent place in the school libraries of the State.

There are articles from the pen of Clarence Poe, in which he preaches the great propaganda of farm improvement, inspiring the boys and girls to remain on the farm and to make its development their life work,

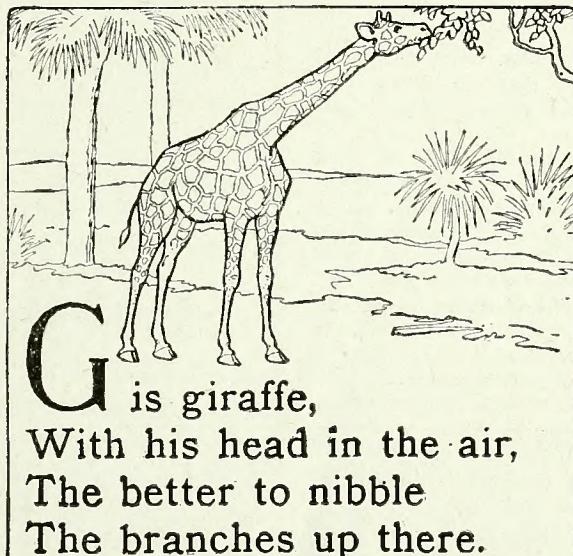
and giving practical instruction as to how this may be done wisely and well. Many experience-letters from successful corn club boys and canning club girls of the State are also used.

One of the most engaging of the articles in the bulletin is the letter to the boys and girls from Professor

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C. R. Hudson, Farm Demonstration Agent, preaches from the text of Dr. Seaman A. Knapp's Ten Commandments of Agriculture, telling of the work of that father of the South's agricultural renaissance, and of how to follow his commandments. T. E. Brown, State Agent in Boys' Corn Club Work, tells of the club work, while Mrs. Charles S. McKimmon tells of the Girls' Demonstration Work. A. L. French sees a vision of our future agriculture, and W. H. Booker, of the State Board of Health, writes an instructive paper on "Good Health on the Farm," giving practical methods of farm sanitation.

President D. H. Hill of the A. & M.

College tells of "Farm Opportunities"; Miss Minnie Leatherman, of the State Library Commission, of how to secure a traveling library; H. H. Brimley, Curator of the State Museum, of North Carolina birds and the necessity for their protection; E. C. Brooks, of the history of corn; M.

E. Sherwin, Professor of Soils, A. & M. College, of the history and development of agricultural machinery; R. W. Collett, of methods of selecting and preparing farm crops for exhibit; and W. N. Hutt, State Horticulturist, of how to make a fruit and vegetable exhibit on North Carolina Day.

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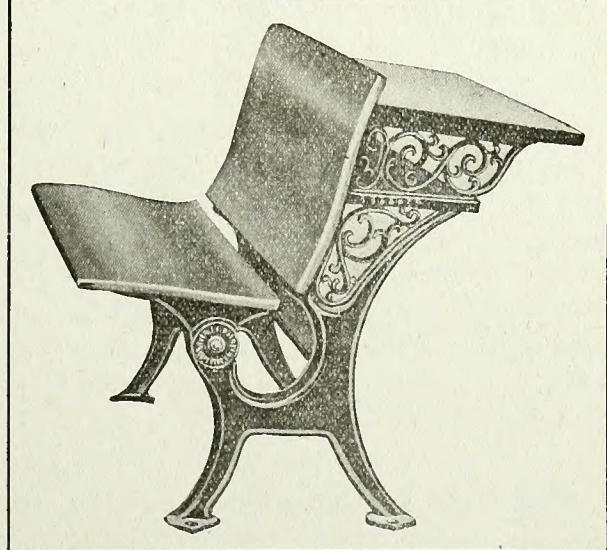
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RALEIGH, N. C.**

NORTH CAROLINA EDUCATION

A Monthly Journal of Education, Rural
Progress, and Civic Betterment.

VOL. VIII. NO. 6.

RALEIGH, N. C., FEBRUARY, 1914.

Price: \$1 a Year.

Liberty, Education, and Fraternity.

In a country like this, where equal liberty is enjoyed, where every man may reap his own harvest, which by proper attention will afford him much more than is necessary for his own consumption, and where there is so ample a field for every mercantile and mechanical exertion, if there cannot be money found to answer the common purposes of education, not to mention the necessary commercial circulation, it is evident that there is something amiss in the ruling political power, which requires a steady, regulating, energetic hand to correct and control it—Washington: Letter to John Armstrong, April 25, 1788.

I am loath to close. We are not enemies but friends. We must not be enemies. Though passion may have strained, it must not break, our bonds of affection. The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone, all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature. Lincoln: Close of First Inaugural.

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A Page of Briefs, Comment, and Suggestions

If you wish **North Carolina Education** to follow you, do not fail to notify the publisher when you change your address.

Dear Subscriber: Have you paid your subscription? If you have not, be sure to pay it this month. Hand it to your superintendent or send it to the publisher at Raleigh.

The Methodist Conference has taken a stand against the ministers' using tobacco. That is their business. But the superintendent or principal who sets the example of smoking cigarettes for his boys will soon have little business to attend to.

It would be a good exercise for the teacher to devote one Friday afternoon to the study of roads. Read Chapter VI in "Country Life and the Country School." We are republishing an article on the "Origin of Our Highways" for the use of the teachers.

The Reading Course grows more interesting. Especially important is the lesson this month. Study it. Subscribers who wish back numbers from the beginning of this year's course last September can get them by acting quickly. We still have a few sets of them on hand.

USE NORTH CAROLINA POEMS—A SPECIAL OFFER.

In teaching North Carolina history and geography and in the Friday afternoon and other public exercises of the schools there are few sources of good material that are richer in real helpfulness than the recent collection of North Carolina Poems by Mr. E. C. Brooks. There are perhaps two dozen poems in the book that could be used with decided profit in the study of our State history, and almost as many more that would light up and put life into the class work in geography.

Of course there are many others which give expression lyrically and otherwise to the life and sentiments of our people. In each of these classes of poetry there are numerous poems finely adapted to recitation or declamation by the boys and girls. Try them. You can easily supply all the children of all the grades with recitations and declamations for a whole evening's excises from this book alone.

But taking this interesting volume at its value as a literary expression of North Carolina life and sentiment, it becomes indispensable in every progressive and patriotic North Carolina school. The price of the book (102 poems, 37 authors, 172 pages) bound in basket pattern cloth, stamped in gold, is \$1 postpaid; bound in good paper covers, 50 cents postpaid.

For introductory class use a special price of 80 cents for cloth and 40 cents for paper covers will be made to teachers who send cash with order for as many as six or more copies at one time. Take advantage of the opportunity and special prices now and supply your classes before it is too late in the session. Single copies should be ordered only at the prices of \$1.00 cloth and 50 cents paper. The special prices apply only to orders for six or more copies at one time. Order yours to-day.

Very respectfully,

W. F. MARSHALL, Publisher.
Raleigh, N. C.

LANTERN SLIDES WILL BE LOANED BY UNITED STATES BUREAU.

The United States Bureau of Education has several duplicate sets of lantern slides to illustrate a lecture on the consolidation of rural schools and the transportation of pupils at public expense. These will be loaned as far as practicable, for a reasonable length of time, to rural school superintendents conducting campaign for consolidation. The slides will be accompanied by an outline lecture and printed material concerning consolidation.

Express charges, both ways in all cases, must be paid by those ordering the slides. Persons borrowing these slides must agree to follow carefully the directions enclosed with the slides, to pay for all slides broken while in their possession or in transit on the return trip to the office at the rate of twenty-seven and one-half cents per slide.

Applications for use of the slides should be made to the Commissioner of Education, Washington, D. C., stating the date or dates on which they wish to use them and giving the express office to which shipments are to be made.

P. P. CLAXTON,
Commissioner.

WHY GEORGE WAS FAMOUS.

The incumbent of an old church in Wales asked a party of Americans to visit his parochial school. After a recitation, says the Youth's Companion, he invited them to question the pupils, and one of the party accepted the invitation.

"Little boy," he said to a rosy-faced lad, "can you tell me who George Washington was?"

"Iss, sir. 'E was remarkable 'cos 'e was a 'Merican general."

"Quite right. And can you tell me what George Washington was remarkable for?"

"Iss, sir. 'E was remarkable 'cos 'e was a 'Merican an' told the thrith."

CONCLUSIVE ARGUMENT.

A suburban school, just opening, was composed of both city and country children. The teacher selected eight boys to debate the subject: "Which is preferable, Country or City Life?"

After they had read many arguments with much enthusiasm, Country John laid down his paper and said: "Mr. President, they don't know what they're talkin' about. The city boy knows nothin' about 'going to town,' and that beats anything I know."

NORTH CAROLINA EDUCATION

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A COUNTRY SCHOOLMASTER AND THE GREAT TRAINING PLANT HE RUNS AT GARY, INDIANA

Gary, Indiana, is becoming the Mecca of the educators of America. Not so long ago there was no town of Gary, only a lot of sand dunes and a dreary stretch of shore and lake. To-day Gary is one of the great steel centers of the world, with more than 40,000 inhabitants. Monster steamships come to its wharves laden with the ores from the Northwest. Its mills transform the ores into steel that goes to every quarter of the globe.

Big as are its mills and wonderful as are its furnaces, they mean less to many visitors than do the schools in that city which the United States Steel corporation created. To make steel is no longer wonderful, but to introduce a method of teaching that may revolutionize the whole school system of the United States is startling.

William Wirt, a country schoolmaster who got his training in the little town of Bluffton, Ind., has brought the new fame to Gary. He is modest. He does not claim to have done anything remarkable. As a matter of fact, he has wiped out every fault under which schools have struggled for half a century or more, has used everything that is good and then has added ideas of his own which have proved so successful that it seems strange some one did not think of them long ago.

Made the School for the Child.

One of the great things he has accomplished is in making school so attractive that children delight in going there. In most cities the school hours are from 9 to 3. In Gary they are from 8 to 5. In Chicago, New York, Pittsburg, and other large cities a certain number of hours each day in the life of the child is taken up by what the educators call street and alley time. There is no such thing at Gary. The children find no particular pleasure in the streets. The school furnishes their every need in that direction. And as for truancy, such a thing is unknown in Gary.

The trouble the world over in connection with the educational system has been that the effort has been to make the child fit the school. In Gary Mr. Wirt makes the school fit the child. He does it not only with greater educational value to the pupil, but at a cost so much less to the tax-payer that the difference is astonishing.

How Wirt Got a Try-out at Gary.

Gary did not get Mr. Wirt because of any great reputation he had established. Not at all. Mr. Wirt went to Gary as a sight-seer before a pound of steel had been made there. He wandered about looking at the large amount of construction work under way and happened to get in conversation with a sewer contractor who was unusually well informed. They talked about the monster mills, the innumerable economies introduced and the thoroughness of the system. The Wirt asked what were the plans in relation to the schools. The contractor was glowing

in his praise of the school building that was under construction. The school was to be conducted along the most modern American lines.

"I am sorry to hear that," said Mr. Wirt.

"Why?" asked the contractor.

Mr. Wirt told him. What Mr. Wirt said first amazed the contractor and then aroused his enthusiasm.

"You are the man we should have here," declared the contractor.

When Gary was organized as a city, the sewer contractor talked so much about the country schoolmastered that T. E. Knott, the first mayor, sent for Mr. Wirt and offered the superintendency of Gary's school system to him.

It was not easy for Wirt to convince the leading men of the Steel City that his ideas about schools were correct. Most men are loth to depart from what is accepted, what is conventional, and what is established the world over. Mr. Wirt did not talk to them of the school as a school, but as a plant, and he treated the whole subject from a business and an engineering standpoint. It would be absurd, he pointed out, to use a steel plant only half the time, yet it was the custom in schools to let the plant lie idle half the time. A plant that did not turn out good material was not conducted efficiently. The average school turned out poor material, because the average school held few attractions for the children. Boys and girls were eager for the arrival of the closing hour of the school day to get into the streets. The boys got into mischief, shot craps, told dirty stories, smoked cigarettes and some of them developed into rowdies.

Why not make school a place to which the children would love to go? Why not fill the wants of the child the whole day long? Why not have the school so regulated that it could adapt itself to any and every pupil, from the mentally deficient to the unusually bright, so that all could profit without disadvantage to anyone?

All this was fine in theory as it was presented by Mr. Wirt. The men of Gary could understand it as Wirt put it before them using raw material as a simile for pupils and mill as a term for school, but ore was one thing and human beings another, and they were doubtful as to the result. They had the courage, however, to give a chance to Mr. Wirt to demonstrate what he said he could do.

Began By Wiping Out Waste.

He demonstrated. A school building which, under the old system would accommodate 1,040 pupils, he proved to have ample capacity for 2,080. His school covers everything from the kindergarten to the college. In most cities technical schools and regular schools are separate. Not so in the Wirt system. In most cities high schools and grammar schools are separate. Not so with Mr. Wirt. In most cities parks, gymnasiums, play-grounds, swimming pools,

and social centers are distributed widely. Mr. Wirt's idea was to have all these where the children could get at them and where would they be more accessible to children than in or about the schools? He has made them part of the school system of Gary.

There is a Jefferson school, an Emerson school, and a Froebel school in Gary. In each of these schools the pupils range from four years old to twenty, and there are classes from the kindergarten stage to the college. The teachers are specialists in their particular lines. In the technical departments each of the teachers is a union labor man, who is a master craftsman. These men teach plumbing, cabinet making, tool making, house painting, tinsmithing, carpentry, wall-papering and lots of other things. Their method of teaching is radically different from the established lines. For the girls there are classes in sewing, millinery, music, house decoration, washing, cooking, dress-making, typewriting, stenography, library work, etc.

There are no desks in the schools of Gary. Each child has a locker where he or she keeps his or her belongings. Very few text-books are used. The pupils learn by doing a thing, more than by reading about it or having a fact drilled into him until his head aches and his brain is in a whirl. There is no sing-song answering of stereotyped questions. There is none of the recitation exercises that makes a nervous child dread the school-room. The classes rotate around the school. In this respect Mr. Wirt has departed radically from the time-worn custom of the grade room, in which a child was confined to one room throughout the term and recited all his or her lessons to one teacher.

Study, Work, and Health Going Hand in Hand.

Play and study are so distributed that the pupil is kept engaged and interested all day long. The playgrounds, the class-rooms and the manual training rooms are in active use from morning until night. When one part of the school has finished its classroom studies, the other half has finished its playground or manual training work. The groups simply change places! After an hour in the class-room the boy plays baseball, tennis, football, or any game he wishes, or goes swimming. It is the same with the girl. There is basketball, tennis, a wonderful swimming pool, and a multitude of other joys for her.

At every turn the child learns something. In many of the games they play the younger children are taught arithmetic or spelling. They even learn things while moving about the building. For example: The chemical laboratory used by the advanced class in the high school course is next to one of the primary grade rooms. There is a glass door through which the small pupils in passing can see the others at work and get an insight into what chemistry means and a desire to study it.

The same idea is carried through every department. There is a clear, full length view given into every class-room. Every natural incentive is given to the young to learn to do the work their elders are doing. Every branch of study known to the regular school system is covered. Nothing is neglected.

The system of rotating classes not only gives a chance to the children to stretch and gives vent to their animal spirits, but it has been made pliable enough to prevent any one child or group of children

from holding back a class. If a child is efficient in grammar and deficient in arithmetic, he simply puts in more hours at arithmetic and fewer at grammar.

The terms are divided into three-month periods, so that no pupil has to wait six months or a year for promotion or demotion. If a child is physically deficient he gets more hours on the play-grounds and in physical culture, which department is under a specialist of the highest rank. No child stays out of school on account of ill-health unless the malady is serious. Children go to the Gary schools to get well. Physical examinations are made regularly.

Learning to Do By Doing.

The learning by doing is accomplished in this manner: In the primary grade a child is taught to count by games. In the class-rooms there are quoits and stakes and devices similar to bagatelle tables, all of which involve scores in simple addition, subtraction and simple fractions. Reading, spelling and elementary geography are taught by means of games similar to dominoes, where the children build up words, sentences and maps by means of large blocks. These also involve scores so there is a correlation between studies. The child learns to count with his reading lesson and learns to read with his elementary geography lesson. The higher branches of arithmetic in classes of older pupils are taught by practical examples. In the class-room are scales and measuring devices where beans and other household commodities are weighed and measured out. These classes go out into the playgrounds and measure off building lots, stake out imaginary buildings, measure up cement walks, roadways and fences and figure costs in labor and material.

This correlation of studies is carried through the entire system. History, for instance, is combined with geography. In studying the geography of England its commercial, social, and political history is considered at the same time.

In the high school manual training department all the work done is an object of actual use.

This department is not high kindergarten as in the conventional school systems. The girls, for instance, prepare all the food for the noon lunches and those who prepare and serve the food receive a portion of the profit derived from the lunches as payment for their services.

The sewing classes work on definite objects for home use—everything from making a kitchen apron up to a party gown. The parents soon see the economic advantage of this and provide their children with the necessary material, for all is done under an expert and nothing is wasted.

All the school furniture for all the schools of Gary is made in the high school manual training departments by students.

Ten thousand dollars worth of furniture was made by the boys of Emerson school for Froebel school.

The man in charge of the regular heating and ventilating apparatus of each school building is also at the head of the class of this department, and this serves as a fair example of how everything works twice and sometimes three or four times in the Gary schools, for the heating and ventilating apparatus not only heats and ventilates the building, but serves an object lesson in teaching.

Work About the School is Done By the Pupils.

All work about the school is done by the pupils. Recently the boys painted one of the schools, putting

up all the scaffolding, swings, etc., and doing a really good job of the painting, too. Each school gets up its own printed matter as far as possible. There is a cost keeping system in the printing department as in all departments, and this serves as an object lesson in the commercial high school course, and all bookkeeping and stenography is done by pupils in these branches, in charge of an expert.

They have a bank in each of the Gary schools, which is a branch of the downtown institution, where money is received, passbooks issued, posted and balanced, and interest accounted and paid on balances.

The correlation of studies is more clearly illustrated in the manual training courses. For instance, each girl is compelled to compose a recipe and chemical formula of the food she is preparing. The English and spelling of this is corrected so that fundamental chemistry is not only carried into this study, but the three R's as well.

As the pupils advance in school years the play-time is reduced and the manual training time increased.

Things a Visitor Notices.

The person who visits one of these Gary schools is impressed by the fact that all the pupils are alive, alert, and deeply interested in what they are doing. There are no droning voices, chins resting on hands, or sprawling over desks.

All the pupils seem busily engaged. They are so interested that they do not look up when visitors enter the class-rooms.

Every bit of repair work around the schools is done by the boys. The boys who are learning tinsmithing have made all the lockers. The boys in the electrical department look after the lights and the wiring. The boys who are learning plumbing look after everything in that branch. These departments cost the city of Gary nothing. The work the boys do in maintaining the school repairs, in making furniture and equipment, not only pays for the departments, but pays the salaries of the teachers of these departments.

Saturday is supposed to be a school holiday, but half of the school children of Gary go to school on Saturday from choice. In other cities there is a school vacation of about three months in summer. There is not in Gary. The children find school pleasant in summer and they go there. The schools of Gary are not used in the day-time alone, but in the night. On certain evenings each week some of the big halls of the schools are open for dancing. In each school there is a theatre where plays are given and lectures held. The school gymnasium and swimming pools are used by men and women in the night time. In this way the fathers and mothers are drawn as close to the school almost as the children.

Around each school there is a playground nearly five acres in extent.

Economy of Mr. Wirt's System.

It is a wonderful monument that William Wirt has built for himself in the public school system of that town of Gary.

Mr. Wirt does not look like the pedagogue. He talks and acts like the general manager of a railroad, or the superintendent of a big industrial plant. He has given the most remarkable example of the wiping out of waste ever presented in a public school

in America. The children of Gary are educated at a lower cost per capita than in any other city in the United States, and they are better educated. The raw material which Mr. Wirt has to work up is composed mostly of the children of Poles, Huns, and other foreigners. On an average, there are twenty-three different nationalities represented in the schools, and pupils are from all walks of life.

In New York City \$40,000,000 a year is appropriated for the schools and the result is poor. The proportion of well educated boys and girls who come out is small.

In Gary it is different—very different.

Great as is the reduction in cost of education according to the Wirt system that saving is not to be measured with the tremendous profit in the output of better boys and better girls who will make better men and better women.

That is why the eyes of the educators are now directed toward Gary and why William Wirt and his system have come to be subjects of earnest study.—Richard Spillane, in the Daily Newspapers.

THE PRESIDENT'S DAUGHTER ON SCHOOL SOCIAL CENTER IDEA.

A social center is merely a focal point for the activities of a community. It is usually a school building, and the community is a school district. One of the chief objects of a community organized in a social center is the welfare, mental, moral, and physical, of the citizens of the district.

Mrs. Martin, of Kentucky, says that it is very hard to make women realize the need of scientific knowledge of household economics. I know that such is the case, but I also believe that the desire for knowledge is a very contagious thing. If a few women in a large group are learning something vitally interesting, their enthusiasm is sure to break bounds and to inspire others in the group with a desire to know what they know.

Now, in a social center the large group is made up of all the women of the district, and they are constantly meeting each other in the schoolhouse. If a few of these could be persuaded to form a class in one of the departments of household economics, some of the other women of the district would soon catch their enthusiasm, and seeing the practical results of their newly acquired knowledge in their homes would themselves want to form classes.

In short, in a social center in a modern school, those interested in promoting household economics find the necessary place, people, and equipment accessible. The equipment can, of course, be supplied in a school building where it is needed.

The social center is a great opportunity. It takes wisdom and tact to use this opportunity, but these qualities are needed in any undertaking.—Margaret Woodrow Wilson (daughter of President Wilson), in General Federation Magazine.

A ship-building slip is maintained in connection with the high school at San Pedro, Cal., where, under the practical instruction of a nautical architect, the students learn how to build a boat, make and place the engine, and launch and run the craft. Classes in boat-building and marine commerce make trips to the wharves and aboard ship to study ship construction, engine-action, and the character of the cargoes. Shipping law is also part of the course.

STAR FRIENDS II--STORIES OF THE CONSTELLATIONS

By T. Wingate Andrews, Reidsville, N. C.

The Great Star Clock.

We have learned that Polaris is the one seemingly fixed and steadfast friend among the stars. No matter what time of the night or of the year we may look for him, he will be found near the same place in the northern sky, shining with patient, guiding light. Some people like to think of him as the center of the great star clock.

This is a wonderful clock. It has been running for nobody knows how long, and it never runs down. The hands move in the opposite direction from the hands of our clocks, and instead of going around in an hour they go around once in a little less than twenty-four hours. Every night they come back to the same place about four minutes earlier than on the night before.

The Little Dipper.

There are two constellations, or groups of stars, that will enable you to tell the time of day by this clock. One of these is the Little Dipper. This is composed of seven principal stars which form the outline of the handle and the bowl. Polaris is at the end of the handle, and early after dark in February the bowl hangs almost straight down toward the horizon. By midnight it will have moved around until it points almost due east on a level with Polaris, or to the point where the figure III is on our clocks. The two bright stars forming the outer rim of the bowl are called the "Guardians of the Pole."

The Great Dipper.

The Great Dipper is also composed of seven principal stars with a great number of smaller ones. These seven are brighter than those of the Little Dipper and their outline can be more easily traced. The Great Dipper also moves around Polaris, always keeping the same distance. Early after dark any night in February you will find it to the east of Polaris, standing on end, with the long curved handle pointing downward below the horizon. An hour or so later the lower end of the handle will push itself above the horizon and the bowl will be to the east of and on a level with Polaris. In this position the Dipper looks like a great star question-mark. The two stars which form the outer rim of the bowl are called the "Pointers," because a line drawn through them will always point almost directly to Polaris.

Legends of the Dippers.

The Great Dipper is often called the Wain, or Wagon. Look at the bright star at the bend of the handle. Its name is Mizar. If your eyes are sharp you will see near it a tiny bright star. Its name is Aleor. The Germans have a story that a boy named Hans the Wagoner once offered the Saviour a ride in his wagon and as a reward was offered a place of honor in the Kingdom of Heaven. But Hans modestly asked only to be allowed to drive the team up there. The wagon was placed in the sky and Hans was allowed to ride the highest horse. The little star Aleor is Hans and Mizar is the horse he rides.

Legend of the Great Bear and the Little Bear.

The ancient Greeks called these two constellations the Great Bear and the Little Bear. Their story is that Jupiter, the father of all the other gods, loved

a beautiful maiden named Callisto and secretly married her. When Juno, his goddess wife, learned of this she was so enraged that she sought to destroy Callisto. Down fell the beautiful Callisto on her hands and knees. She was changed into a bear. Her beautiful form was gone, but her disposition remained the same. She tried to hold up her hands in prayer, but they were ugly hairy paws. She tried to call to Jupiter for help, but her voice was a terrible growl. She wandered about in the forest, herself a bear, and yet afraid of the bears.

One day she saw a youth coming toward her and recognized him as her own son Areas. She tried to stretch out her hands to him to embrace him, but he was alarmed at the great hairy paws of the bear and, not knowing that it was his mother, drew his spear and was about to slay her, when Jupiter looked down from the sky and to prevent the awful crime snatched both up and placed them in the sky.

But Juno, still enraged, begged ancient Tethys and Oceanus, the powers of ocean, to forbid them ever to come to the earth again. The powers of ocean assented, and the Great Bear and the Little Bear move round and round in the northern sky but never come low enough, as the other stars do, to bathe in the streams of ocean or to drink of the waters of the earth.

The Diamond Dipper.

There are many other legends of these two groups of star friends. One of the most beautiful is the legend of the Diamond Dipper. Once upon a time everybody was thirsty. For weeks it had not rained, and men and animals were dying for want of water. A little girl went out of the house one evening with a dipper in her hand in search of water for her mother. She found just enough to fill the dipper half full. On her way home she was a little dog in the path. He was dying of thirst. She poured out a little water in a broken dish which lay by the way. The dog drank it and sprang up well and strong again. Only a little water was left, but the dipper was changed into silver!

The little girl then hurried home. She carried the water into the room where her mother lay ill. A little child had just run in and was crying for water.

"Give some to the child first," said the mother faintly. The little girl held the dipper to the lips of the child, and as he drank it, it was changed into pure gold, but there were only a few drops of water left.

Just then there was a knock at the door, and a beggar fell into the room. "Give the water to him," said the mother; "he needs it more than I do."

The little girl handed the golden dipper to him. As he took it, it flashed and glittered. It was set with diamonds. A fountain of sparkling water sprang up at the beggar's feet, enough for all the thirsty land. The face of the beggar changed as they looked at it, until they saw that it was the face of the Christ. He smiled tenderly upon the little girl and her mother and then vanished. And in the same moment the diamond dipper was caught up and placed in the sky, where it may be seen every night.

THE ORIGIN OF OUR HIGHWAYS

By E. C. Brooks.

When America was first settled the only very serviceable highways were the streams, and these have been called our "running roads." So useful were they that our first settlers built their homes so as to face the rivers or other streams. But these were not the only highways. At least two distinct races of people had occupied this continent before the white man came to its shores and each had its highways. One was the Mound Builders and the other the American Indian that was in possession when the white man made his appearance, and each had its own peculiar means of travel.

These highways would be of no interest to us if they had not served as a guide for the white man who, taking possession of these primitive people, widened them into roads for their wheeled vehicles and finally followed them in building railroads.

The Mound Builders.

The earliest record of road-building in America begin with the Mound Builders, and a few of their ancient trails are still discernable. Some writers have credited this people with a high degree of civilization. But the nature of their roads would indicate that they were little, if any, superior to the American Indians. The Mound Builders were located principally between the Ohio River and the Great Lakes. They traveled by land and made their trails as a rule on the summits of dividing ridges and on heights of land. From these high places the wind drove away the snow in winter and the leaves in summer, and here the rains and snows could work the least damage by erosion. Then, too, the forest growth was always the lightest, interfering least with the progress of travelers. This is a great underlying principle of land transportation on this continent.

One great thoroughfare passed along the summit of the water-shed between the Ohio River and the Great Lakes, curving westward through New York, Ohio, and Indiana. Another led from Central Indiana southward toward the head of the Savannah River, and the third ran from Central Ohio across Southern Michigan and Wisconsin. These roads were very valuable to subsequent races of people.

The Buffalo Trail.

The buffalo seemed to have come to America after the Mound Builders began to disappear. Their range was from the Alleghany on the east to the Rocky Mountains on the west, and in the main they followed at first the roads of the Mound Builders in going from watering place to watering place and from feeding ground to feeding ground. In the meadow feeding grounds in the Alleghany Mountains and westward the first pioneers found the great broad paths of the bison leading onward to other feeding grounds and salt licks—from the lesser prairies of Ohio and Indiana and the blue-grass region of Kentucky to the treeless expanse of the great plains beyond the Mississippi. It has been said with much truth that the buffalo blazed the way for the railroad to the Pacific. Certainly did he deepen the other wild animals, such as the deer, the bear, and roads of the Mound Builder, which were followed by others escaping from their natural enemies.

George Washington, when making a journey through Western Maryland as late as 1784, says that

one road taken by him and his party "owes its origin to buffaloes being no other than their tracks from one lick to another."

What the buffalo tracks were to Kentucky and the West, the paths of the deer and the moose were to other portions of the continent; though perhaps none of these little paths were so nearly "roads" as the wide, hard tracks of the buffalo, yet as paths for the explorer and pioneer they served the same purpose over a far wider field. The buffalo trail, however, was a route of some length, running from one section of the country to another, and was not a mere path from one drinking place to an adjacent meadow.

The Indian Trail.

The Mound Builders and wild animals had been making paths across the continent from east to west and from north to south for many centuries before the North American Indian built his wigwam and shaped his canoe from the first tree. The Indians followed these old paths, and there was little or no distinction, in most parts of the country, between the Indian trail and an animal path. But whether buffalo trail, deer path, or Indian trail, the old law was the same. The routes were on the dividing ridges and many of them, no doubt, were ancient routes when the first American followed them. The Indian trail was like the Deer's run-way, narrow and worn deeply into the ground. It ascended the shoulders of the mountains on the largest sloping side and then clung persistently to the summit tops where the forest growth was lighter and where water could work least damage. The white explorer found this trail and used it. In the seaboard colonies, as well as in New France, the narrow trail was the course taken by all men who traveled by land; and it is said that probably 90 per cent of American pioneer road-builders followed the earlier track of Indians, buffaloes, and Mound Builders.

The English settlers along the Atlantic Coast used these old trails in passing westward to the mountains or across the mountains into the Mississippi valley. The most popular one in the early pioneer days ran from Philadelphia through Western Pennsylvania to what is now Pittsburgh. This was an ancient trail during the French and Indian War, when it became a military road.

Another important trail ran up the Potomac River to what is now Cumberland, Maryland, and thence across the mountains to the Ohio, near the present location of Wheeling, W. Va. It was along this trail that the first Virginia colonists traveled many years before the French and Indian War.

The third great trail led from northeast North Carolina along the ridge near the boundary of the State across southwest Virginia through Cumberland Gap into the Blue Grass region of Kentucky. It was this last trail that Daniel Boone followed; and the pass from Cumberland Gap to the Ohio was widened by him and other early settlers in Kentucky and is shown to-day as the old "Wilderness Road," over which nearly 200,000 immigrants had passed by 1790.

A fourth trail led from the Hudson River in New York along the Mohawk Valley to Lake Erie or
(Continued on page 14.)

THE BIG PROBLEM FOR NORTH CAROLINA TEACHERS

The following interesting comment on North Carolina was published in Home and Farmstead by Prof. E. C. Branson on his return from attending the sessions of the Teachers' Assembly:

"Two things impressed our editor strongly upon his recent trip into North Carolina:

"First, the superb esprit de corps of the teachers—the compact organization and well-drilled readiness of the educational forces.

"For some fifteen years, Hon. J. Y. Joyner has been the Superintendent of Public Instruction in North Carolina. He is a rare and beautiful human spirit—a superb organizer and leader of men.

"In Georgia, since Dr. Orr's day, we change our educational leaders almost as regularly as our birds moult their feathers!

"And second, the meagerness of the State's resources for uplift work in the schools.

"Here is an educational army organized to a man—drilled, ready, capable, and enthusiastic; but the commissary and ammunition stores are too slender. They render a great campaign ineffective.

"When 7,500 rural white teachers get an average salary of only \$187 for only about five months of the year, the pathos of it is heart-breaking; not alone because the salary is small, but because a great State is trifling with magnificent possibilities and opportunities.

"The trouble in North Carolina, as in Georgia, is fundamentally economic. Our tax difficulties and our insufficient public revenues, the grievous inequities of the tax situation all grow out of the meager economic surplus of the people from year to year.

"And it is meagerness in a land of plenty. We tread the olives, and still we cannot anoint our souls with the oil of gladness. We create great wealth under an economic system that makes it impossible to hold it, or a reasonable share of it, from year to year.

"Once more I say that our main problem is wealth-retention. The politicians are not going into that problem. They do not care to do it.

"The preacher-folk are other-worldly souls who lack the impulse, the preparation, the special knowledge, and the skill necessary to bring the New Jerusalem down out of Heaven and set it up on earth among men.

"As a matter of fact, a vision of that kind is foreign to the temperament as well as the theology of ninety-nine preachers in every hundred. They dream of the sweet bye and bye. They are not steeped to their throat-latches in the questions and problems of the now-and-here—for instance like Dr. Neal L. Anderson, of Winston-Salem.

"The teachers can do it. A dozen strong men in the ranks in North Carolina could in a year or two open up the economic status of things and exhibit the meagerness of the annual cash balance, and help distribution into proper working order.

the plain folks to put the forces and agencies of

"The trouble lies in the distribution of wealth, not in the production of wealth, either in North Carolina or Georgia.

"Great Caesar's shade! We make wealth from year to year in bewildering abundance; finger it for a few months, feel chesty in a brief season of fox-fire prosperity, and then settle down for the lean credit

months with our noses down to our knees pulling like draft horses to keep a little ahead of the sheriff and the bankruptcy courts.

"The farms of North Carolina—the farms alone—create more wealth every two and a half years than the State has been able to accumulate on her tax books in two and a half centuries!

"We can do better than that, but the plain people will need to know ten thousand things that the preachers and the politicians are neither ready nor willing to tell them.

"We need to breed a race of teachers that know, that ken, that can; who are kings in knowledge and leadership, in faithful, patriotic courage and devotion.

"When the people in a good county like Johnston are less than four cents apiece per day better off for all the year's work and worry, toil and trouble, it is safe to say that in the vast majority of the counties of North Carolina the problems of life are a challenge to patriotic citizenship.

"Our look is to the teachers; not to all of them, but to some few of them who can be gathered together in some little upper chamber to plan and to execute a great campaign, savely, devotedly, and effectively.

HENRY FORD AND HIS CONTROL OF LABOR.

Mr. Henry Ford, the founder and president of the greatest automobile industry in the world, startled American business in January by the announcement of his policy to divide ten million dollars, one-half the profits of last year's business, with his employees. In discussing his business he uttered some fundamental truths that educational workers can ponder over with much profit. In speaking of his control of labor, he said:

"We have had a sociological department connected with our first aid department for some time. It is our experience that doctors are in a better position to exercise a sort of watchfulness over men than lawyers or superintendents, and our method is to have them straighten up men who show evidences of not keeping up to their standard. It is always possible to straighten a man out, and the doctors find out whether a man takes to drink, and show him the mistake he is making. The main thing is to keep a man busy."

He makes it his business to keep men straightened up and then he keeps them busy. This expresses almost the whole duty of the school administration—to keep students straightened up and then keep them busy.

"PASSING THE BUCK."

Down in Washington, D. C., in political circles, they have an expression "passing the buck" which being classically translated means shifting responsibility. By the latter euphonious name the same thing is practiced more or less in the gentle pastime of school teaching. The teacher passes it the principal, who, in turn, bows it into the superintendent's office, who in another turn, hands it in at the board meeting invoking their superior wisdom, etc. Then, discovering that the poker has a hot end to it, they pass it back with the very suave request that he use his best judgment. So the passing continues till the poker cools.—Ohio Educational Monthly.

School Room Methods and Devices.

LANGUAGE.

I like to use note-books for language lessons in the lower grades. This is the way I am giving lessons to a third grade in a rural school. The first lesson was about trees. I showed pictures, and we talked about them. I asked questions to review our talk, then I gave out note-books and sheets of paper. On the second page of each book I had pasted a small picture of a tree. On the paper each pupil wrote about the tree. These papers I corrected. The copying took considerable time at first. I wrote "The Tree" on the board and showed them where to write it in their books, where the first line began, and they wrote only one line. Line by line their stories were copied. No line was written until I had been to each desk and told the pupil where to begin. The next time they told me and after a few lessons they needed but little help.

I choose any subject that seems attractive. We begin each lesson on a new page, and all are illustrated. I use carbon paper to transfer pictures which they color with wax crayons. A lesson about the apple was illustrated in that way; one on corn has the colored pictures from the tin cans in which the corn is packed. Hills, mountains, brooks, rivers, valleys, rainbow colors, Christmas tree, and Lincoln are a few of the subjects we have taken. Two days are required; one for the talk and first writing; the second, for the copying.—E., in *Popular Educator*.



ILLUSTRATED STORIES.

Let me tell you how Miss Mary has her pupils illustrate the pretty stories she tells.

I'll show you first how they picture the story of "The Three Bears." She gets mounting paper, gray or dark green she likes best. She cuts these into oblong slips of any size she thinks proper. The children are put to work cutting bears, the papa, the mamma, and the tiny wee bear; then they cut chairs, tables, bedsteads, porridge bowls, trees, little girls, bears' houses to their hearts' content. Another day the pasting and coloring begins.

The story is divided into nine scenes:

Scene I.—Green trees, Papa Bear, Mamma Bear, Baby Bear going for a walk.

Scene II.—Goldilocks approaching the little house. Green trees, grass made by green wax pencils.

Scene III.—Goldilocks in the room with the big chair, the middle-sized chair, the little chair.

Scene IV.—Goldilocks at the table where porridge bowls sit.

Scene V.—Goldilocks in bed-room.

Scene VI.—Bears discovering the broken chair of Tiny Wee Bear.

Scene VII.—Bears in the breakfast room.

Scene VIII.—Bears spying Goldilocks asleep of Tiny Wee Bear's bed.

Scene IX.—In the grove. Little Silver Hair running away from the house.

In the same way they have illustrated "Chicken Little," "Cinderella," and "The House That Jack Built." Once they cut wild animals, colored and mounted them. They christened this collection "Wild Animals I Have Known." This teacher is very full of plans and devices for making her school

attractive and delightful to the children, so that each day is an invitation to come to school.—Annette Howard, in *Primary Education*.

HOW SOME CHILDREN STUDY BIRDS.

As soon as spring opens Miss Mary begins her bird-study class. All the winter and fall she and her pupils have been observing the birds about them, but the bursting of spring puts new life into her efforts.

She orders many pictures of birds, selecting the pictures of such as are seen in her section, more particularly those that live near her school. Each week a familiar bird is selected for study. On Friday afternoon she shows the chosen picture to her pupils. The children are instructed to notice every particular of the bird as portrayed by the artist. They are told to watch for this bird in their walks and rambles on Saturday, and to find out from their parents and friends all they can about the bird and its habits.

They are to learn when it builds its nest, how many eggs it lays, the color, shape, and size of the eggs, how many broods it raises each year, what it eats, where, and of what material it builds its nest, and many other interesting facts about it.

On Monday Miss Mary tells them all she has learned of the bird, and reads interesting stories concerning it. At the drawing period the older pupils draw the bird and color it with water colors or wax pencils. For the smaller ones the teacher has prepared patterns, which they lay on smooth white paper, trace and then cut out and color. This is fine seat work. Many teachers do not use patterns in their paper cuttings, but Miss Mary has always had so many pupils that she is obliged to try every device to interest the little ones while the older ones are studying. Besides, she knows that it requires accuracy and precision to cut by a pattern, and it is worth while to cultivate these qualities. Exactness is truth, justice, and thoroughness, and no character is complete without these sterling traits.

When the bird has been cut, the little ones delight in coloring it. They may make little bird booklets, and paste them full of the cuttings made, with sentences and little verses about the birds. The language lessons are based on the bird which the class is studying. There are many fine poems and other gems of literature about birds, and Miss Mary always has some appropriate selection ready to be read or memorized. She has a collection of bird songs, too, and teaches them to her pupils. One of her favorite songs is the old-time melody, "Listen to the Mocking-bird," and her children delight to sing it. By the time May 4, Audubon's birthday, arrives, the school has such a collection of booklets, drawings, songs, and recitations about birds, that it is no trouble to arrange for a celebration of the day. The invitations can be made in dainty bird shapes, decorated with appropriate colors. Miss Mary makes a rhyme something like this:

Come, father and mother, and sister and friend,
Haste to our school-room an hour to spend;
We'll talk of the birds, we'll sing with great glee,
And you'll be delighted our pictures to see,
So come and be with us the fourth day of May,
At three in the afternoon, an hour to stay.

HELPS FOR WASHINGTON BIRTHDAY PROGRAM

February is the birth month of our two grandest Presidents, George Washington, born February 22, 1732, and Abraham Lincoln, born February 12, 1809. Washington, the father of his country, was the leading figure in the war for liberty, and his powerful and wise personality was the chief force which held the young republic together and guided its course in the stormy days of its weak and inexperienced youth. Lincoln's calm wisdom and gentle forcefulness was the guide of the nation in the dark times of the Civil War. Both these men were remarkably typical of the spirit of young, pioneer America. Both were farmers, men of the country, vitally interested in country problems. Both were frontiersmen, the one a famous Indian fighter, the other a youthful rail-splitter, who studied law lying on the floor before the fire in his backwoods log cabin. Read the article on "George Washington as a Farmer" in this issue. Emphasize to the children the country-life element in the lives of the two great Presidents. The following is a beautiful tribute paid by the younger of these heroes to the older:

Washington.

Washington is the mightiest name on earth, long since mightiest in the cause of civil liberty, still mightiest in moral reformation.

On that name a eulogy is expected. It cannot be. To add brightness to the sun or glory to the name of Washington is alike impossible. Let none attempt it.

In solemn awe pronounce the name, and in its naked, deathless splendor, leave it shining on.—Abraham Lincoln.

RECITATIONS.

Great or Good.

To be as great as Washington,
I could not if I would;
So I've made up my mind
To try to be as good. —Selected.

An Acrostic.

To be recited by sixteen little folks, each wearing his letter on a card about his neck, with the wrong side of the card outermost. Each turns his card to display his letter with the first word of his recitation.

1. Great was the hero whose name we shall spell.
2. Eager to do his work nobly and well.
3. Orderly, too, in all of his ways.
4. Righteous was he to the end of his days.
5. Good, we are told, from his earliest youth.
6. Earnest his efforts for freedom and truth.
7. Wise with a wisdom sent from above.
8. Ardent his hope for the country we love.
9. Strong was his arm when in Liberty's fight.
10. Honest his purpose that right should be might.
11. Indomitable was his courage we know.
12. Noble in thought his worthy deeds show.
13. Grand is the record that's left us to read.
14. True to his God and his country in need.
15. Obedient ever to duty's command.
16. None was so great in all of the land.

All.—And now you may see, when our spelling is done,
We give you the name of **George Washington.**

Selected.

The New George Washington.

Anonymous.

(To be recited by a small boy.)

I am six years old,

And like play and fun.

I mean to grow up

Like George Washington.

So when mother said,

"Who ate all the pie?"

I spoke like a man,

And said, "It was I."

But she didn't say

She'd rather lose the pie?

And know that her boy

Would not tell a lie.

She just shut me up

Where I couldn't see,

Then sent me to bed

Without any tea.

—From American Holidays Series.



George Washington.

Susan M. Kane.

First boy—

Washington was brave

Eight years with sword and gun,
He fought to save our country,
And liberty was won.

Second boy—

Washington was wise,

Eight years with wisdom great,
As President, he guided
Our weak young Ship of State.

Third boy—

Washington was true

To country, home, and friend.
His lips spoke no false word;
On him could all depend.

Fourth boy—

Washington was kind

To soldier, friend and foe,
His loving words and loving deeds,
Are things I'm glad to know.

All—

Washington we love,

The man strong, brave, and true,
We want to like him be.
Let's try. I will. Will you?

—Primary Education.



Hymn.

By the rude bridge that arched the flood,

Their flag to April's breeze unfurled,

Here once the embattled farmers stood

And fired the shot heard round the world.

The foe long since in silence slept;

Alike the conqueror silent sleeps;

And Time the ruined bridge has swept

Down the dark stream which seaward creeps.

On this green bank, by this soft stream,
We set to-day a votive stone;
That memory may their deed redeem
When, like our sires, our sons are gone.

Spirit, that made those heroes dare
To die, or leave their children free,
Bid Time and Nature gently spare
The shaft we raise to them and thee.

—Ralph Waldo Emerson.

1 1 1

SONGS.

Mount Vernon Bells.

(Air—"Massa's in de Cold, Cold Ground.")

(From Song Knapsack.)

Where Potomac's stream is flowing
Virginia's border through;
Where the white-sailed ships are going,
Sailing to the ocean blue;
Hushed the sound of mirth and singing—
Silent, every one—
While the solemn bells are ringing
By the tomb of Washington.

Chorus.

Tolling and knelling
With a sad, sweet sound;
O'er the waves the tones are swelling
By Mount Vernon's sacred ground.

Long ago the warrior slumbered—
Our country's father slept;
Long among the angels numbered—
They the hero-soul have kept.
But the children's children love him
And his name revere;
So, where willows wave above him,
Sweetly, still, his knell you hear.

Sail, O ships, across the billows,
And bear the story far,
How he sleeps beneath the willows,—
"First in peace and first in war."
Tell, while sweet adiens are swelling,
Till you come again,
He within the heart is dwelling,
Of his loving countrymen.

The first and great object with you at present is to acquire, by industry and application, such knowledge as your situation enables you to obtain as will be useful to you in life. In doing this two other important objects will be gained besides the acquisition of knowledge—namely, a habit of industry and a disrelish of that profusion of money and dissipation of time which are ever dependent upon idleness.—Letter to George Steptoe Washington. Mount Vernon, March 23, 1789. Writings, XI, p. 370.

Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives to public opinion, it is essential that public opinion should be enlightened.—Farewell Address, September 17, 1796. Writings, XIII, p. 309. Ford ed. New York and London, 1892.

GEORGE WASHINGTON AS A FARMER.

By E. C. Brooks.

No man in the eighteenth century did more to improve farming in America than George Washington. Our histories are full of his political and military achievements, but little is said of his great service for the agricultural improvement of the new Republic. His life was so full of the most important things bearing on the life of our country that it is difficult to estimate in which line he was of most service to humanity. Notwithstanding his success as a soldier and a statesman, he was first and last a farmer.

He owned estates located in many different States, and his published utterances contain many letters about his farms and how he was trying to improve the methods of farming. He induced General Lafayette to send some improved seed from France. He corresponded with the agricultural experts of England and sought the best advice on sheep raising. He imported improved stock from Spain and Holland and bought the latest machinery in England. At that time Scotland was perhaps making more progress in agriculture than any other country, and he sent his agent to Scotland to secure overseers for his plantations.

His home was really a veritable agricultural experiment station, and he had both friends and agents in Europe sending him improved seeds and cuttings and giving him the best ideas in agriculture. He kept weekly records of planting, and made experiments in seed selection and cultivation. He became an expert agriculturist for that day and was consulted by leading scientists of Europe.

He saw with concern the declining fertility of old estates, and advocated crop rotation, the use of fertilizers, and seed selection as the best means to prevent decline. He favored the establishment of agricultural schools and was an active member of the first American agricultural society, which was established in 1785. While he was leading the armies of the Revolution he received regular reports from his overseers. During the most stormy periods of his administration as President, he followed his overseers' work, and he wrote them letters full of advice about planting, cultivating, and caring for the stock. When he grew tired of political affairs, it was to Mount Vernon that he retired to spend his last days. Thus the greatest man in American life looked upon farming as the greatest of all occupations. The following extracts from his letters show it:

"I think that the life of a husbandman of all others is the most delectable. It is honorable, it is amusing, and, with judicious management, it is profitable. To see plants rise from the earth and flourish by the supreme skill and bounty of the laborer fills a contemplative mind with ideas which are more easy to be conceived than expressed.

"The more I am acquainted with agricultural affairs the better I am pleased with them, insomuch that I can nowhere find so great satisfaction as in these innocent and useful pursuits. In indulging these feelings, I am led to reflect how much more delightful to the undebauched mind is the task of making improvements on the earth than all the vainglory that can be acquired from ravaging it by the most uninterrupted career of conquest.

"I know of no pursuit in which more real and important service can be rendered to any country than by improving its agriculture, its breed of useful animals, and other branches of a husbandman's care."

North Carolina Education

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After making a careful study of the life of Washington let the pupils write down the qualities that he possessed and that contributed to his greatness.

No educational theories are of any use to the teacher if he or she lacks common sense, or, possessing it, fails to use it in the school-room. The best method is based on this sixth sense.

Superintendent W. H. Maxwell of the New York public schools declares his unqualified opposition to the teaching of sex hygiene in the schools. He says it is not a proper subject for the school-room.

Professor Dewey says in his excellent little book, "How We Think," that the five formal steps indicate the points that should be covered by the teacher in preparing to conduct a recitation but should not prescribe the actual course of teaching.

How many events of the past year will be matters of history for the children of the next generation to study? It would be a good exercise to have the children of to-day think some along this line. Turn your geography and history lessons, some one day early in January, into such an exercise.

A one-year course in tanning has been established by Pratt Institute, Brooklyn, N. Y., in co-operation with the National Association of Tanners. The course is for men already employed in the tanning industries or high school students without practical experience who wish to take up tanning.

The baseball season is coming on. Teams will be coached for the great game. Elaborate preparations will be made. Then the team is ready. Listen to the injunction: "Young gentlemen, your Alma Mater is relying on you; she expects every man to do his duty; don't forget that you are gentlemen. But your old institution expects you to win!" Applause.

It has been a long time since we printed an educational story of greater interest than that of the country schoolmaster, William Wirt, who has set to going at Gary, Indiana, a public school system and industrial training plant that is attracting the studious attention of so many progressive educators. Do not fail to read it and to ask yourself what you think of it. You will find it on pages 3, 4, and 5 of this number.

"ARE WE JUSTIFIABLE IN PUSHING SEX HYGIENE INTO THE UPPER GRADES?"

This is a question that is being considered very seriously by earnest thinking people in all sections of the country. The stories of the excesses of the young are being told in the clubs, churches, homes, and school, and through the press, the sex novel and the sex drama. Nothing is too private for public discussion, no audience too young for admission and participation, no vital fact too explosive for reckless handling.

The San Francisco Argonaut says of all this discussion: "The cure for this evil is reticence and not publicity, mystery and not familiarity, the home and not the pulpit, the mother and not the school-room. To err in such a matter as this is to poison the rising generation. Indeed, if we are to credit the hysterical exaggerations of the women's clubs, the rising generation is already poisoned by a familiarity that presents experiment as a pleasing adventure in well-known paths."

"Therefore, it is time we call a halt to the sex fanatics. They have been at that work some years past and now the air is becoming unbreathable. Every field of publicity has been invaded. Every secret mystery of life has been coarsened—profaned. All the protective veils of mystery and sanctity have been broken down, and in their place we are offered statistics, hospital reports, and iodoform. It is the sex newspaper, the sex drama, the sex novel, the sex reformer, and the sex pulpit that have created it, and it has been nourished by the apathy and the neglect of parents."

COUNTY COMMENCEMENT PLAN TO BE ADOPTED WIDELY.

Preparations are being made in several counties of the State for the holding of county commencements for the celebration of the graduation of children from all the elementary schools of the county. While plans vary with places, the essential features are practically the same everywhere.

The central feature of the county commencement is the presentation of diplomas from the county superintendent of education to all who have successfully passed examinations for graduation from the elementary schools of the county. All of the elementary schools of the county, having seven grades, are entitled to enter the commencement.

Special final examinations are held and after the

papers have been corrected and graded by the particular teachers, a committee, composed of the county superintendent, the rural supervisor, if there is one, and the principals of the State and city high schools of the county, passes upon the papers and awards diplomas to those who deserve them. This plan tends to standardize the course and work of the elementary school with reference to the work of the high schools.

The commencement will usually open in the morning with a great educational parade of all the school children of the county, the parade being in the county-seat and, if possible, headed by a band. Banners representing the various schools will often be carried. Following the parade will be the presentation of the diplomas by some prominent school man and an educational address by some educational worker.

In the afternoon will be held games, athletic events and contests, track meets, etc., and in the evening probably a debate, a declamation contest, or a spelling match. Many variations on this program may occur. The great aim of the county commencement is the building up of a lively community sentiment for schools and their work, the inspiration of the students of the elementary schools, and the standardization of the elementary courses preparatory for the secondary schools. The following counties have already made plans for county commencements, and many more will undoubtedly follow: Guilford, Alamance, Gaston, Wake, Granville, Pamlico, Moore, Wayne, and Buncombe.

COLLEGE ATHLETICS FOR THE FUTURE.

For a long while college athletics has been considered one thing, physical education quite another. College athletics is looked upon in the main as a necessary evil—necessary because of its value to an impersonal educational organization and an evil because in its present state the college admits practices that do not find sanction from any high moral or ethical standpoint. It is next to impossible to correct this evil so long as college athletics is looked upon as a necessary evil and the fruits of the evil practices are so highly cherished. Regulation, therefore, of athletic sports must be designed to secure the values of athletics rather than to waste time and energy in the endeavor to prevent their abuses and vices an exploded pedagogic error. Professor Ehler of the University of Wisconsin strikes the keynote when he says: "College and university faculties must cease to consider athletics as a necessary evil, the occasion of vice and dissipation, an incident in the life of the student, and begin to concern themselves with it as a moral agency, an essential in the life and education of every child and youth, and to place the organization, conduct and administration of these activities on the same plane of dignity and responsibility with every other department of in-

struction and training." All of which being interpreted means that college athletics should be the chief agency in the physical education of all the students, and that as a college subject it should be on the same plane with Latin or mathematics or history.

Directors of high school athletics would do well to consider these thoughts. It is a misdirection of the school energies for either high school or college to encourage the work of the successful baseball team and crown the men with social honors while the whole question of physical education now so non-effective in both high school and college is lost sight of entirely. There is little or no educative value in college athletics as we find it to-day outside of a doubtful value that the college team may derive. The ninety and nine, however, are permitted to contribute this encouragement to some of the necessary evils and spend much of their time regretting that they were unable to be actors in the evil. A few are used on the home field for the representative team to practice on. But the rank and file receive no physical training.

The National Collegiate Athletic Association being fully aware of the seriousness of this "necessary evil" has recorded the following resolution:

"(1) Athletics—intercollegiate as well as intramural—to be made an essential part of the system or method of physical education in each institution.

"(2) The staff of the department of physical education to include every person having anything to do with any aquatic, gymnastic, or athletic activity conducted in that institution.

"(3) The members of that staff to be selected in the same way and subjected to the same tests of education, training, experience, and instructional efficiency as other members of the faculty, but in the matters of moral character, personality and leadership to be required to measure up to the highest practical standard set by the college professor of the best type.

"(4) Wherever the athletic instructor does not approximate to the standard, displace him with one who does. Better no athletics at all than training and coaching by a man whose influence is not positively constructive.

"(5) The athletic director should approximate the college professor of the best type; he should be a member of the Faculty Committee, and properly its chairman.

"(6) Positive and aggressive promotion of the ideas and ideals of clean sport by the athletic department among the student body and through them in their home communities, and, further, through establishment of relations by the extension method with communities, elementary and secondary schools and normal schools.

"(7) The selection, education, and training of college men of the best type to be physical educators and athletic directors and instructors."

If the high schools and colleges of the country even approach this ideal, athletics as we know it in educational institutions must die and have new birth, and the new resurrection must give an entirely new raiment to athletics as it shall appear. The physically sound man, of every man in the institution, the harmony of soul and body will be the aim of physical education.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

*A Four Year Course of Home Study for Teachers
Leading to a Diploma for All Who Complete It*

FIFTH YEAR'S COURSE, 1913-1914

LESSON V...THE FARM PROBLEM AND ITS SOLUTION

CHAPTER I.

The Farm Problem and Its Solution.

The author assumes that we have a farm problem and it is stated somewhat in this manner: Town and city life is more attractive than country life. Therefore people are leaving the country and going to the towns and cities. But the support of our population comes from the country and to-day one-third of the total population is producing the necessities of life for the whole population since only about one-third live in the country. The author next raises the question as to why town and city life is more attractive than country life, and the answer is given.

Isolation in the Country.

(1) Homes are far apart. There is little communication. Families live too much to themselves. There is too little co-operation and inter-business relations.

(2) Owing to this isolation the farmer is too apt to follow radical leaders.

(3) Rural jealousies and neighborhood strife accompany this rural isolation.

(4) The farmer is too provincial. He does not keep up with the intellectual and social movements of his time.

(5) The most far-reaching effect of this social isolation is the lack of organization among farmers and the scarcity of leaders.

The author follows this analysis with an example of a country community that has met these difficulties, a community in which the life is made "adequately and permanently satisfying." Compare this community with such a one as the author had in mind when the evils of isolation in the country were discussed and see to what extent these five evils have been overcome. The great question then for us to consider is what agencies can we employ for the betterment of rural conditions, for the overcoming of these distressing evils.

(1) The home and family. (Read especially the needs of the home as given on page 12.)

(2) State and government.

(3) The church.

(4) Farm organizations.

(5) The school.

Although there are five agencies mentioned, it is to the school that we must look for the upbuilding of the country community and making life satisfying. Every teacher should take to heart the platform given on page 17. It should be analyzed paragraph by paragraph and discussed at the teachers' meetings.

CHAPTER II.

The Farm Home.

What are the present conditions of the farm homes in your district? Read the conditions as described

by the author on pages 19-24. We have had betterment associations for the improvement of school-houses, but every school should form an association among the students for the betterment of the home. In some sections of the country pupils are graded on the work they do in the home just as they are graded on arithmetic or spelling, and this practice should be extended in every community. A girl who does not like arithmetic, for example, but who will take pride and pleasure in doing good and effective work in the home, should rate as high on the teachers' grade book as if she passed her arithmetic examination. Likewise, a boy who dislikes Latin but is able to make an improvement in the kitchen that will lessen the labor of his mother, should take a high place on the school's honor roll. These are some of the things that are worth while and the school teacher should take proper notice of them.

Read the articles on The Improvement of Farm Home Life, The Decrease of Household Labor, and Vocational Education for Women on pages 24-38. Select a few of the suggestions given here and try to put them into practice. Every teacher in the State should be able to give some instruction in domestic science. We have talked long enough about the inefficiency of the public schools. Teachers should prepare to be worth something to the community. Discuss this question in one of your County Associations: **What phase of domestic science can we emphasize in the schools now?** The county teachers must turn strongly in this direction. Read carefully the remainder of this chapter. The author discusses three ways by which the country teacher, working through the agency of the school, may help to improve the farm home. (Page 37.) Be sure to commit them to memory. Turn to page 244 and read carefully the domestic science course as discussed. It will suggest many things for the teacher to do.

This is one of the most important chapters in the book and should form a large part of the discussion

THE ORIGIN OF OUR HIGHWAYS.

(Continued from page 7.)

southward to the Ohio or the Susquehanna River. But that tribe of Indians held possession of this trail until 1789, and after that time many travelers seeking new lands in the West followed this route.

The Erie Canal and important railroad lines follow the old Mohawk route. The old trails from Philadelphia and the Potomac River have become the right-of-way for other powerful railroads. It is evident therefore that the Mound Builder, the deer and buffalo, the North American Indian, the early pioneers, and the great captains of railroad transportation have been close students of our geography, and the history of a country is vitally affected by geographic conditions.

of all teachers' meetings in the State, whether city or rural. Are the schools reaching the home? Here are some good suggestions. Are the patrons interested in the school? Here are some good suggestions for making them interested? Does the teacher really desire to serve the community? Ponder over the suggestions in this chapter.

CHAPTER III.

The Country Church.

The subject of this chapter is one that concerns the ministers as a profession more than the teachers. But it is well for the teachers to acquaint themselves with the conditions that the author presents. Is the church losing its hold on the people? Read the author's argument and note the remedies suggested. But what should be the teachers' attitude? Read pages 67-71. The author has stated in these pages the teacher's duty so plainly that there is nothing for me to add except to say that church reform must be brought about by the preacher. The teacher can be of great assistance, but it is the preacher's vocation and he needs all the assistance from all the people.

CHAPTERS IV and V.

Organizations.

These two chapters deal with farmers' organizations—The Grange, Farmers' Union, Farmers' Institutes, and other important organizations. During the month of February read these two chapters to the pupils and discuss with them the work of such men as Kelley, Knapp, and others. Let the pupils consult their parents and write compositions on the work of these men, on the corn club, tomato club, or any other club organized in your community. This is a good way to arouse their interest.

CHAPTER VI.

Roads and the Road Problem.

Study this chapter with your pupils. I am re-publishing an article for the benefit of the teachers that can be used with profit as well as with interest. It is the "Origin of Our Highways." Put it in the hands of the pupils. How many roads in your community are little better than the original Indian or buffalo trails? Do we need better roads than the Indian or the buffalo had? Why? How is the best way to obtain them? These are some of the questions to throw out to the pupils. Let them work over them. After you have developed interest in the subject devote one Friday afternoon to the subjects. Let some of the older pupils debate the questions, others write compositions on the subject. Let them use the material in this chapter and in **Education**. You can work up a very live Friday afternoon entertainment. At the close let some leading citizen of the county make a talk on the subject. In this way the school will be touching the life of the community.

TEACHING MATERIAL IN GOVERNMENT PUBLICATIONS.

The hidden wealth in Government publications, especially as it affects teachers, is described by Frederick K. Noyes in a bulletin just issued by the United States Bureau of Education. Mr. Noyes has delved, as he says, into "the vast stores of teaching

material that lie embedded in Government documents, many of which give no indications, from their titles, of their value for educational purposes," and has furnished a guide to a small portion of that part of this material which has special significance for teachers or others interested in education.

Tons and tons of reports, bulletins, and miscellaneous documents are turned out daily by the immense printing plant of the government. Congress and the Congressional committees are constantly having documents of various kinds printed for general distribution. Every department and every bureau in the departments has its own publications, frequently amounting to millions of copies annually for each office. The bulletin just published by the Bureau of Education aims to list a small part of the large amount of this material which may be of direct use to teachers, especially material from unexpected sources, the especial value of which would otherwise remain unknown.

In speaking of the work in connection with this bulletin, Commissioner Claxton made it clear that he wished it were possible for the Bureau to do more than merely publish an index, useful as he hoped that might be. "One of the greatest needs of our elementary schools is suitable material to supplement the meager outlines and brief statements of the text-books," he asserted. "If the Bureau had the funds, it could do a notable service by reprinting much of the material, either free of charge or at a price sufficient to cover the printing. The school work in geography, history, hygiene, nature study, and other subjects might then be made far more interesting, thorough, and practical than it now is."

The Bureau bulletin not only calls particular attention to out-of-the-way documents of educational interest and value; it also tells how these may be obtained, usually free or at a cost price of a few cents, from the various Government offices.

"Teaching Material in Government Publications" is Bulletin 47, 1913, of the Bureau of Education, and will be sent free on request as long as the supply lasts.

WHAT GEORGE WASHINGTON SAYS ABOUT EDUCATION.

Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours, it is proportionably essential. To the security of a free constitution it contributes in various ways: By convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments with an inviolable respect to law.—Speech to both Houses of Congress, January 8, 1790. Writings, XII, p. 9-10. Sparks ed. New York, 1848.

News and Comment About Books

NOTES AND COMMENT.

From Ginn & Company, Boston, comes the announcement of the death, on the 21st of January, of Mr. Edwin Ginn, the founder and head of the firm. He was deeply interested in the great movements for promoting peace, and not only wrote, published, and labored for the cause, but gave munificently to this and generously to many other good causes.



Greatly increased handiness is attained by the use of India paper in making up Webster's New International Dictionary. Though both editions are printed from the same plates, the regular 5-inch thick edition weighs 14 $\frac{3}{4}$ pounds, while the India paper edition weighs less than half as much, or to be exact, only seven pounds. No wonder it is "a real pleasure to use it."



A list of books suited to a high school library has been compiled by the University High School, Chicago, and published as a bulletin of the United States Bureau of Education. A select list of all kinds of books suited to high schools is given, books covering every subject of interest from ancient languages to shop-work and physical education. The bulletin is No. 35, 1913, and may be had for the asking.



The importance of thorough drill in the elementary processes of arithmetic and language work was strikingly demonstrated recently in a test by an expert whose arithmetical tests have given him world-wide reputation. In ten States the pupils of Leominster, Mass., were found to have made the highest percentage in the test. They had been drilled in their work by the use of tablet sheets devised by Supt. Thomas E. Thompson, of Leominster, and published by Ginn & Company as Thompson's "Minimum Essentials" in Arithmetic and Language.

BOOK REVIEWS.

The Concise Standard Dictionary. New Edition, Abridged from the Funk & Wagnall's New Standard Dictionary. Defines and explains about 35,000 words and phrases. Illustrated. 12mo, cloth. 60 cents. Funk & Wagnalls Company, New York.

The regular vocabulary of the Concise Standard Dictionary occupies 548 pages, and yet the volume is of small class-book size. The appendices also are compact and valuable, especially the three or four pages devoted to faulty diction. And room is found, too, for 780 illustrations. It

is intended to be an "up-to-date and convenient dictionary for handy desk and home use," and its publishers may be pardoned for believing it to be "the best dictionary of its size published."



The Teachers' Story Teller's Book. By Alice O'Grady, of the Chicago Teachers College, and Frances Troop, of the Pickard School, Chicago. Cloth; 12mo; 352 pages. Price, \$1. Rand McNally & Company, Chicago and New York.

In these seventy-two stories the compilers have a collection which follows the child's growth from the kindergarten to the fifth grade. The first selections are but a step above the nursery rhyme and are based chiefly on the child's sense of rhythm. Then come folk tales from all lands, with personifications of animals and of the forces of nature. Finally the true fairy tale is introduced, in which good prospers and evil meets its deserved punishment. The opening selections in the book are "just a minute stories"; the later selections gradually lengthen as the child's power of attention is developed. Lively imagination and rollicking fun hold a prominent place, and the authors believe thoroughly in the value of verse in story telling.



How We Think: John Dewey, Professor of Philosophy in Columbia University. D. C. Heath & Co., Boston.

After a teacher has read a number of the latter-day books on pedagogy, method, and school-room management, one of the best books that could possibly fall into his hands is Dewey's "How We Think." Many of the books on teaching lay down such definite principles as if the last word on the subject has finally been spoken. The average teacher somehow believes that it is heresy to doubt or to question. But school-room work goes on in the main as if the book had never been written, or the principles laid down. In other words, principles of teaching is one thing and school-room practice is another thing. Professor Dewey comes near explaining the cause for this difference but without making it his thesis. As we read through "The Problem of Training Thought," which is the subject of Part I, many thought-stimulating sentences appear such as: "One might as well say he has sold when no one has bought as to say that he has taught when no one has learned" and

"Concentration does not mean fixity. . . . It means variety and change of ideas combined with a single steady trend moving toward a unified conclusion."

I have had teachers to ask me often the difference between concrete and abstract thinking, and between the empirical and scientific. I have seen nowhere a clearer explanation of these terms than is given in Part II under the "Logical Considerations." Many teachers have memorized the "Five Formal Steps" and worried no little of their inability to make them work. There is some consolation to be found in the following quotations:

The five formal steps "indicate the points that should be covered by the teachers in preparing to conduct a recitation, but should not prescribe the actual course of teaching. . . . If pupils' minds are at work at all, it is quite impossible that they should wait until the teacher has conscientiously taken them through the steps of preparation, presentation, and comparison before they form at least a working hypothesis or generalization." The author's criticism of The Statement of the Aim is interesting. "Strict Herbartians generally lay it down that statement—by the teacher—of the aim of a lesson is an indispensable part of preparation. This preliminary statement of the aim of the lesson hardly seem more intellectual in character, however, than tapping a bell or giving any other signal for attention and transfer of thoughts from diverting subjects. To the teacher the statement of an end is significant, because he has already been at the end; from a pupil's standpoint the statement of what he is going to learn is something of an Irish bull." In regard to Generalization, he says: "It is not a separate and single act; it is rather a constant tendency and function of the entire discussion or recitation."

I have seen institute conductors drilling teachers of the public schools on the Five Formal Steps as if the whole law and the gospel were contained therein. I commend to all the teachers of the State this volume, and after a thorough reading of its different parts you will, perhaps, come to the conclusion that nothing is pedagogical if the desired results are not obtained, and any method is right if the teacher can deliver the goods. The teacher will be well repaid for giving this book a careful study.

E. C. BROOKS.

Superintendent Judd Honored.

A noteworthy honor has been paid to a North Carolina educator in the election of Superintendent Zebulon V. Judd, of Wake County, as president of the three graduate classes of Columbia University. All the degree classes, A.B., A.M., and Ph.D., unite in that university, and the honor of the presidency has been conferred upon this North Carolinian.

State School News

A local tax election was carried, January 6, for District No. 2, Grove Township, Harnett County, by a large majority vote.

Districts 2 and 3 in Barbecue Township have caught the spirit of progress and consolidated. Local tax will be voted soon.

Mr. George M. Carson has been elected to take the place of Mr. A. L. Bright on the McDowell County Board of Education. Mr. Carson becomes chairman of the board.

Petitions for two special school tax elections for Neuse and Plymouth Districts, in Panther Branch Township of Wake County, have been presented to the Board of Education.

The Wake County Commissioners have ordered a \$10,000 school bond election for Holly Springs school district, the date of the election to be named soon. The bond of \$10,000 will be for an addition to the present high school building and the construction of suitable dormitories.

Mr. W. G. Privette, Principal of the Grammar Schools of Kinston, was elected January 24, county superintendent for Beaufort County, to fill the position which will be vacant after June by the resignation of Superintendent W. L. Vaughan, of Washington, who leaves the school work for the practice of law.

At the Wake County Teachers' Meeting, held in Raleigh January 3, 1914, an innovation was made by the institution of a section meeting of teachers of one-teacher schools. Though consolidation is the cry these days, Wake County realizes that there are always necessarily some of these one-teacher schools and that they present special problems not seen in any other kind of school work.

New Kind of Club Work for Boys and Girls.

The United States Farm Demonstration Work, under the direction of Mr. C. R. Hudson in North Carolina, is to be further extended and will include a new feature, which he says is sure to be attractive to boys and girls and a valuable addition to their corn and tomato clubs.

Mr. Hudson says arrangements so far made are a beginning in a small way of what will be a great industry, and are for poultry club work by the boys and girls in the five counties of Buncombe, Henderson, Catawba, Iredell, and Anson. Mr. E. M. Ross has

been appointed poultry expert, to have direction of this new branch. He has been at the A. & M. College here for some time and the animal husbandry division both of the United States and the State Department of Agriculture will co-operate with him. In four of the counties where this work is to be begun there are now associations of farmers operating creamery, and the team which deliver the butter and milk will also deliver the poultry and the eggs.

Teachers' Assembly to Meet at Charlotte This Year.

Charlotte will be the next meeting place of the North Carolina Teachers' Assembly, according to the decision of the Executive Committee which held its regular annual meeting in Raleigh, January 29 and selected that city as the home of the thirty-first annual session of the Assembly.

Strong bids for the Assembly were made by both Raleigh and Greensboro. A large delegation of the citizens of Raleigh appeared before the committee and tendered them a most cordial and gracious invitation to come back to Raleigh for another year and follow up the good work which was effected in the Capital City in 1913.

Mayor Murphy, of Greensboro, Dr. J. I. Foust, President of the State Normal College, and Dr. L. L. Hobbs, President of Guilford College, appeared in behalf of Greensboro and urged the committee to select that city which has been the former meeting-place of successful sessions of the Assembly.

After a tie vote, in which Charlotte and Raleigh received three votes and Greensboro one, the Greensboro vote went to Charlotte and made the decision. This decision of the committee was the result of a feeling that it will be the best policy for the Teachers' Assembly not to make one city its permanent home, but that the best results will be secured by breaking into new territory every year or so.

The Charlotte people were anxious to get the Assembly and will do every thing possible to make the visit of the teachers pleasant. The Greater Charlotte Club is behind the movement and preparations will begin at once to make the meeting this year the best in history.

HOW TO APPLY FOR A POSITION

Designed especially by F. M. Sheridan, General Manager, for teachers of Sheridan's Teachers' Agencies. Fifty cents, postpaid. Money back if not satisfied. **Sheridan's Teachers' Agencies, Charlotte, N. C.**

Agricultural Supplement for State-Adopted Arithmetic.

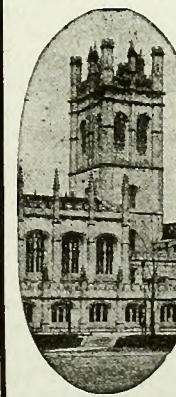
An agricultural supplement for North Carolina, to be used in connection with the adopted text-book, Milne's Progressive Arithmetic, Second Book, in which are given problems of practical farm life such as must be solved daily by the farmers of this State, has been prepared by Prof. E. C. Brooks, of the Department of Education, Trinity College, and I. O. Schaub, formerly Director of the Boys' Corn Club, and is being distributed free by the American Book Company through the county superintendent to teachers who use the Milne's arithmetic. Hereafter it will be bound with the book without additional cost.

This supplement is the result of a suggestion made by State Superintendent Joyner to the American Book Company that "an agricultural supplement would add greatly to the value of the book by correlating the arithmetical knowledge acquired from the study of the book even more closely with the every-day problems of the farm and by affording additional opportunities for practical application of such knowledge to these and more profitable methods of farming."

In order that the teachers may get the benefit of this supplement without delay, the American Book Company has had published in separate pamphlet form a sufficient number of copies to furnish one to every teacher of the State who is using the Milne's Progressive Arithmetic, Second Book. The teachers should see to it that they receive a copy of this supplement from their county superintendent.

Teachers in the province of Ontario, Canada, receive a subsidy of \$30 for the maintenance of a school garden.

The University of Chicago



Offers instruction during the Summer Quarter on the same basis as during the other quarters of the academic year.

The undergraduate colleges, the graduate schools, and the professional schools provide courses in

Arts, Literature, Science, Commerce and Administration, Law, Medicine, Education, and Divinity.

Instruction is given by regular members of the University staff which is augmented in the summer by appointment of professors and instructors from other institutions.

**Summer Quarter 1914
1st Term June 15-July 22
2d Term July 23-Aug. 28**

Mitchell Tower
Detailed announcements will be sent upon application.

**The University of Chicago
CHICAGO, ILL.**

A Remarkable Sentence and Some Interesting Kicks.

The following, which is a bona fide copy of a letter sent to a certain city superintendent of this State, is published as an interesting example of one kind of problem a school man has to deal with, and also as a marvelous example of sentence structure:

"_____, N. C.,

"November 24, 1913.

"My kind sir you are always After me A bout not sending Fanny to school an I dont see any good that the schools are now of days for they are the gratest that I ever hurd of for I donnot think they are worth one cent A year to small children for they are not A lowed to even carry A book an dont get an Attention A tatt for I sent Fanny in the morning an in A few days here came A note that she would not receive any attention untill in the after noon an so I sent her in the after noon an it was not any better and so I kept her home an taught her myself an I give her four lessons every day an I am sure that it was four more A day than she said out there for she did not say one word of A lesson for she didnot say any thing to noe one nor noe one didnt say an thing to her an so I dont see that what benyfit the schools are for you have got to send A child A whole life time an then they dont know nothing an I think it is A sad thing but thank the blessed good Lord that I can teach mine my self I don't thank noe one to teach them if they dont want to for I have one that is now fifteen years old an has never bin to school over four moths in her life an knows four times more than A plenty of the children A round this town that has bin A going for four years every day that they could goe an here is one thing I want you to tell me an that is this how many children that comes to this school that has bin comminig four years that has finished up the Begginers History of the United States an dodge's primary geography an other books that goes A long with them for I don't think that there is one an It is A pleasure to me to send A chlld to school if the teacher takes any intrust in trying to learn it an if they dont it is trouble for nothing to the child an to the parrents boath for nothing why because it dont do the child A bit of good for it dont learn nothing though if mine dont learn nothing out there if I live long enough she shall know something for I will teach her myself an they say that there is A law passed now that children shall goe to school an it may be so I dont know but if I live I will findout an here is another thing I am A going to find out if nothing happens an that is this see if there aint one law to make the teacher teach the children an if there is they had better do it for if they dont there

may be trouble an I am A going to sind mine if lif last and she must have a book or books and she must have lessons in that four A day or I will attend to it and so if you pleas send me A note of what kind of book or books an I will get them for her at once I dont ask noe one to get them for me I can buy them my self all I want to know is what kind an they will come at once for I dont send her out there for nothing.

"Yours truly,

"_____."

Raleigh Inaugurates and Extends Plan for Junior Chamber of Commerce.

Raleigh is the second city in the State to undertake educational work for boys through the Chamber of Commerce. A boys' department of the Chamber of Commerce has been organized, and on the night of January 20 fifty boys stood before the Chamber and repeated from memory the Athenian Oath, modified to be the Raleigh Oath, to repeat which is the pre-requisite for membership in the Junior Department.

The first step in this direction was made several months ago by the Board of Trade of Winston-Salem. The Juvenile Club of the Board of Trade was formed and a constitution and by-laws adopted November 11, 1913. The movement attracted State-wide and even national attention. The United States Bureau of Education had a bulletin published in which the Winston-Salem plan, its purposes and accomplishments, were set forth.

The object of the Juvenile Club, of Winston-Salem, as stated in the constitution, is: (a) To acquire knowledge of Winston-Salem in its material and social aspects, and to impart such knowledge of civic obligations as to promote the proper growth and general welfare of the city. (b) To study and promote the observance of the obligations and duties of community citizenship, and to prepare its members to properly perform and fulfill these duties and obligations when they shall have reached the period of active part in the direction of the city's affairs. (c) To strive to develop in the mind and heart of the youth of the city the ideals and sentiments contained in the civic oath of the youth of ancient Athens, as follows:

"We will never bring disgrace to this, our city, by any act of dishonesty or cowardice, nor ever desert our suffering comrades in the ranks; we will fight for the ideals and sacred things of the city both alone and with many; we will revere and obey the city's laws and do our best to incite a like respect and reverence in those about us who are prone to annul or to set them to naught; we will strive unceasingly to quicken the public sense of civic duty. Thus, in all these ways we will transmit this

city not less, but greater, better and more beautiful than it was transmitted to us."

(e) To take such active part in civic affairs as may be found practicable in co-operation with and under the direction of the officers of the Board of Trade.

The above oath, with the changes of I for we, and of city of Raleigh for city, was that repeated by those boys joining the Junior Department of the Raleigh Chamber of Commerce. A new plan instituted in Raleigh is to have the boys make regular visits to the various business plants of the city, upon invitation, and to make reports on the management, working, and general condition of the business in prescribed blank forms. A committee of the adult members of the Chamber will pass upon these reports and select the best.

New Guilford County Plan for School Health Work.

A plan to encourage improvement of health conditions in the Guilford County schools has been devised by and will be put into operation by W. M. Jones, the county health officer, and T. R. Foust, the county superintendent. Diplomas will be presented to the schools which measure up to certain specified standard requirements and lists of the honored schools will be posted in the offices of the board of health and the board of education.

The requirements enumerate a long list of conditions which must be fulfilled, not so long, however, but that 90 per cent of the schools of the county ought to qualify, says Superintendent Foust. The following are the subjects of the requirements: general conditions, shade-grounds, building, exits, desks, heating, toilets, wood, water, cloak rooms, preparations for emergency in the way of the first-aid materials.

**SOUTHERN
TEACHERS'
AGENCY**

**W. H. Jones,
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A School Farm Nearly All Profits

"The most inexpensive thing I have ever run up with is a good school farm," said Mr. Frank, of Enterprise Township, in a characteristic talk before the convention of the Wake County School Committeemen, held in Raleigh, January 3.

Seeing the problem from a practical business man's standpoint, he declared that the vital thing in the work of the rural schools is to get the money, with which to get and hold the best teachers. He declared that in all business the subject of keeping down expense is given the greatest thought, but that the business of running a school farm comes the nearest being all profit of anything imaginable.

"If you take up a collection for the schools," he said, "you put 99 cents and one penny in for every dollar that the treasurer holds, but when you put your work on a school farm, you get about four-fold profit."

His experience had taught him that with an expense of about \$15 in materials and labor, per acre, a school farm would bring a return of a bale of cotton, averaging \$60, by its sale, or a four-fold profit. "And besides," he said, "there is no way that you can cultivate the spirit of community harmony better than to get the people together to labor with their own hands toward some community aim."

Honors to Man Who Planned a Beautiful Raleigh.

Of interest to people of North Carolina, especially of Raleigh, is the announcement that Charles Mulford Robinson has been appointed Professor of Civic Design of Illinois University at Urbana, Illinois. He has the honor of being the first incumbent of a university chair on that special subject in this country. Courses in civic design have been instituted in many of the universities of Europe, but the University of Illinois is the first American institution to adopt the idea.

Mr. Robinson is remembered as the man employed several years ago by the Woman's Club of Raleigh to draw up plans for the civic improvements of the Capital City of the

State. His plans for a beautified Raleigh was published in a very handsome bound volume. Mr. Robinson is having much success in the field of city planning. A new book of his, Improvement of Towns and Cities, has just been issued by the Putnaums.

Educator Honored.

At the instigation of the Woman's Betterment Association of Smithfield, a handsome portrait of Johnston County's foremost educator, Prof. Ira T. Burlington, has been presented to the Burlington Graded School of Smithfield which bears his name. The portrait was painted by Miss Matt Dowd, of Charlotte, and was paid for by contributions coming almost entirely from former pupils of Professor Burlington.

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Exhibit of Negro School Work in Buncombe.

With the end in view of acquainting the white people of Buncombe County with the nature of the work being done in the county schools for colored children and in the hope of bringing the members of their own race to the realization of the value of educating their children, the instructors of the colored schools of Buncombe County have planned an exhibition which will be held there March 9 and 10. The event will witness the placing of specimens obtained from class-rooms as well as hand-work from the county schools in the auditorium of the Y. M. I building for the inspection of the public. The movement has the endorsement of Superintendent Harry Howell, of the Asheville city schools; Superintendent W. H. Hipps, of the Buncombe County schools; Associate Supervisor of the Rural Schools, N. C. Newbold, of the State Department of Education.

Hubbell Wins Rhodes Scholarship.

The Cecil Rhodes Scholarship for 1913 has been awarded to Paul Edgar Hubbell, a professor at Mars Hill College, and a member of the class of 1912 of Wake Forest College. The selection was made January 5, by the committee in charge, composed of Chief Justice Walter Clark; Hon. J. Y. Joyner, State Superintendent of Public Instruction; and Dr. E. K. Graham, Acting-President of the University of North Carolina.

The examination for the award of the scholarship was held in Raleigh in October, at which time nine young men from the various State colleges entered for examination. The papers were sealed and mailed direct to Oxford University, England, and were there corrected and graded by professors of that institute. Three of the aspirants successfully passed the so-called "responses" examinations on mathematics, Greek, and Latin and became thus eligible for selection as the Rhodes scholar. From these three, the committee selected Mr. Hubbell as the candidate most nearly conforming to the type of student described in the will of the donor of the scholarship.

The degree of Master of Arts was conferred upon Mr. Hubbell at the 1913 commencement of Wake Forest. During his undergraduate years he was a member of the college football team, was a leader in other forms of athletics, was actively interested in literary work, and other student activities, and made a brilliant record in his studies. President W. L. Poteat declares him to be one of the most capable college men he has ever known.

LOCAL COLOR IN SCHOOL BOOKS.

The first American text-books were made in New England, and they breathe the New England spirit: snow balling, snow men, sleigh riding, skating, sledding, maple syrup, milk weed, pumpkins, Pilgrim Fathers, Boston Tea Party, Paul Revere Lunker Hill, etc. These are the sort of things that ought to be in books for New England children; but they are foreign to the experiences of Southern children and to the traditions of their home. Yet we have been accepting the New England standard as a matter of course, and so strong has been its domination that, though we teach children in Southern schools to sing the praise of the "Land of the Pilgrims' Pride," there was not in any text-book, until the Howell First Reader was published, the great national song of the South, Dixie.

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The author of the Howell Readers has done for the children of the South what had already been done for the children of other sections, notably of New England. The latter half of the Howell First Reader is a continued story, located on a Southern plantation, telling of two country children and some of their friends: they feed the chickens, hunt for eggs, eat watermelons, ask riddles, play forfeits; the girls jump the rope, have a doll wedding, keep a play-house; the boys water the horses, drive the cows to pasture, become In-

dians with pokeberry juice for war paint; while Aunt Hannah, the black mammy, tells them stories and sings them songs; and Uncle Daniel, her husband, lets the boys do his work during the day, and gives a banjo concert every night.

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The folk songs, rhymes, and stories of the Howell First Reader are not taken from Uncle Remus or from any other book: they come from the same source as the Uncle Remus tales themselves: from the people; and they are published for the first time in the Howell First Reader.

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Tubercular Children Excluded in Rowan.

The Rowan County Board of Health has taken an advanced step in passing resolutions requiring that children suffering from tuberculosis be excluded from the public schools. The new rule provides that the teacher having reason to believe a child has tubercular trouble, he shall be sent home and kept away from school until a certificate is procured from a physician. It is also required of the householder to keep from the school children with tubercular trouble.

News Note From New Hope, Johnston County.

We did not get our "Carolina Day" books in time to prepare the program as perfectly as we desired, but we had a good celebration anyhow. The forenoon of the day was spent in executing the suggestions of Dr. Utley, namely, to work on school surroundings that they may be made as nearly sanitary as possible. We believe we accomplished much in this respect. Most of the pupils brought such exhibits as ears of corn, samples of cotton, peas, tobacco, and flower cuttings. Some of the girls brought and displayed some samples of their needlecraft, fruit and tomato canning work. We had a veritable fair, which was most inspiring and will be a great stimulus to agricultural Johnston in the future as the seasons follow on. In our district there are 103 pupils, eighty-six of which are in school. We have only one teacher. Our building is small—much too small for the school we might have. We are located in one of the most prosperous sections of the county. We believe better days are coming.

District No. 3, Ingrams, New Hope School.—Smithfield Herald.

The Child Labor Law Effective.

Beginning January 1, 1914, the child labor law, known as "An act to regulate establishments in North Carolina," went into effect. The law was passed and March 6 of last year during the regular session of the Legislature.

The State law prohibits any employer from working persons in his factory or shop longer than sixty hours per week. The law does not regulate the number of hours of work to be done in any single day, so long as the total for the week does not exceed sixty hours.

The new child labor law provides that no child in North Carolina under twelve years of age shall be allowed to work in any factory or shop, and that no child between the ages of twelve and thirteen years shall be employed except in the apprenticeship faculty, and then only after having attended school four months in the preceding twelve months.

Section 2 of the law says that no child under sixteen years of age shall be worked between the hours of 9 p. m. and 6 a. m., while Section 3 further states that no child under sixteen years of age shall be permitted to work at night unless the employer shall procure from the parent or guardian showing the name and age of the child and that if he be

between twelve and thirteen years of age the certificate shall show that the four months in the preceding twelve the child has attended school at least four months.

There are other sections of the act showing that any violator shall be guilty of a misdemeanor, and making provision for the enforcement of the law.

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A Free Clinic for Children in Greensboro.

A long step in the direction of the conservation of the child-life resources of the city has been taken in Greensboro by the establishment of a free clinic for children who are financially unable to secure necessary medical treatment.

The movement is due to the generosity of Dr. Charles W. Harrison, a prominent physician of the city, who has been a special student of childhood's diseases for over fifteen years. He has offered to open the free clinic in his office and to give free examination and medical advice to any child who comes to him bringing a certificate from the District Nurse or from the Secretary of the Inter-Church Association, which is the principal charitable association of the city.

Club Work in Durham.

Extensive girls' club work is being inaugurated in Durham County in connection with the county farm life school. A fund of about \$300 is available for this kind of work in the county, \$100 coming from the county board, \$100 from the State, and \$100 from the general educational fund. The girls will raise chiefly tomatoes, beans, and cucumbers, and the work will be under the supervision of Miss Florence Moore.

domestic science supervisor for Durham County.

A school-master of the State was given a distinctive honor at the meet-

ing of the Grand Lodge of Masons in Raleigh, January 13-15, when Superintendent J. T. Alderman, of Henderson, was elected Grand Master of the Grand Lodge.

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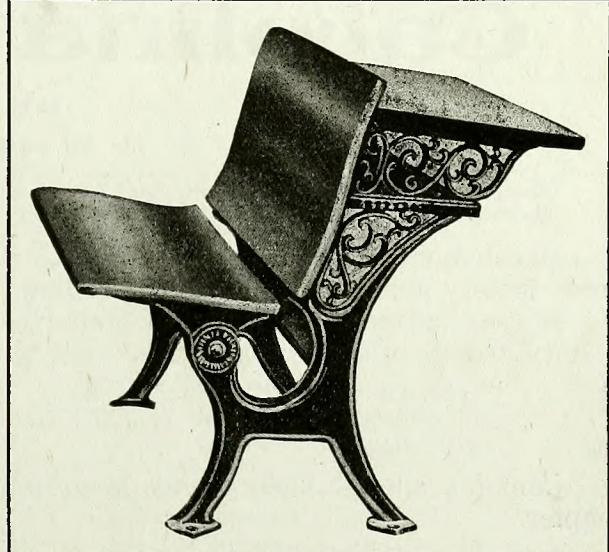
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NORTH CAROLINA

NORTH CAROLINA EDUCATION

A Monthly Journal of Education, Rural
Progress, and Civic Betterment

VOL. VIII. NO. 7.

RALEIGH, N. C., MARCH, 1914.

Price: \$1 a Year.

The Voice of the Spring

Out of the northwest sweeps a bleak gale bearing on its wings the proverbial cold wave. Down cellar the furnace ravens its way into the dwindling coal pile. It is too cold even to snow.

But this morning with the dawn came thru the open window the harsh cawing of a crow. What more unmelodious sound in the world? But what musician would not give a year out of his life to be able to evoke the thrill that this hoarse voice sets vibrating in the heart of every lover of the out-of-doors?

The robin and the bluebird are traditional harbingers of spring. They play their role well, for they are charming fellows. But they are home folks. That flash of blue from fence-post to apple tree reminds the country boy of going barefoot and the old swimming hole and one-old-cat. The friendly red waistcoat of the sedate gentleman on the front lawn brings up visions of spring housecleaning, and making gardens, and putting the woolen things away in camphor, and up-thrusting tulips and budding lilacs. Just home folks.

Your crow, now, is a bird of different feather. Time out of mind mankind has named him a bird of ill omen for his coat of sable and his brazen throat. Mankind has set up bogeys to frighten him away, has even set a price upon his head. But in so doing, stupid mankind has seized upon the obvious things and missed the reality. The crow's caw, as he wings sturdily beneath the February sky, is the voice of spring, the call to the open road.—New York Independent Editorial, Feb 16, 1914.

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A Page of Briefs, Comment, and Suggestions

OPEN AIR SCHOOLS.

Since Providence, R. I., started the first open air school in 1908, the number of cities having them has increased as follows:

1908—Three cities.

1909—Seven cities.

1910—Fifteen cities.

1911—Thirty-two cities.

1912—Sixty cities.

Roughly speaking, the number of cities having open air schools has doubled each year. At the recent International Congress on School Hygiene no subject was more eagerly discussed. At present the most interesting phases of the movement are the successful attempts of educators and architects to make the beneficial results of open air schooling available for normal children in ordinary schools.—Home and Farmstead.

THE BEST SHORT STORY IN ENGLISH.

The New York Times recently instituted an inquiry as to which is the best short story in English. Replies are printed from many well known writers. Although there was no general agreement, their conclusions are interesting, especially since those receiving the largest number of endorsements are rarely read in the high schools. It would be interesting to know how many teachers of English have used even one of these stories. The excuse will be—college entrance requirements. Of course, the colleges do sin in this particular, but private institutions should count for something—unless the colleges have killed that also. But here are some of the stories. The two stories that stand out first are:

Stevenson's "A Lodging for the Night."

Harte's "Outcast of Poker Flat."

The next group stand second in the list of best stories and are as follows:

Kipling's "The Man Who Would Be King."

Kipling's "The Brushwood Boy."

Kipling's "Without Benefit of Clergy."

Conrad's "Heart of Darkness."

O. Henry's "A Municipal Report."

TREATING THE CIGARETTE HABIT AMONG SCHOOL BOYS.

Much interest is manifested in some cities in the new method of treating small boys who smoke cigarettes. It consists of the mere swabbing of the throat and mouth with a one-quarter of one per cent solution of nitrate of silver and the chewing of gentian root between meals. The Hoboken Department of Health swabbed the throats of nearly one hundred boys who were cigarette users. Those who

were reluctant to come forth and get the throat swabbing were easily detected by the recorder by the stains on their fingers, and he kindly but firmly took them to the front and caused them to be put through the first course of the cure. It is said that the majority of the juvenile patients are school boys, and that they have informed the Recorder that they knew lots of other school boys who are cigarette smokers. Accordingly the Recorder says he intends to hold a cigarette clinic in his court room every Wednesday night henceforth. All that have been treated so far say that they have not returned to the old habit. But does it cure? That is the question. If so, society should celebrate the announcement of another great discovery.

COLLEGE ATHLETICS AND SUMMER BASEBALL.

A few years ago the larger colleges of the East began a quixotic crusade against summer baseball. The amateur sport was becoming a professional game. Therefore they cut out summer ball and employed professionals to teach the boys. Strange that the academic mind did not see the inconsistency! Now the report comes from these same eastern colleges that "a student should not forget his amateur status because he has his expenses paid to play summer ball," furthermore it is now urged that "it is against the American spirit of fairness to bar a player from engaging in the sport during the summer months," and lastly, "summer ball which is played by college students between college years has been endorsed by several of the leading colleges and a plan is under way for the captains of Yale, Harvard, Princeton, Cornell and Pennsylvania baseball teams to adopt a legitimate standard."

If the above report is true, and we hope it is, the cloistered directors of athletics are becoming pragmatical. The next step should be to require all who represent the college in athletics to be students passing in all work and cease to worry over the difference between amateurs and professionals. The emphasis should be placed on college work and health. The larger concern should be over the greater number who engage in no athletic sports and not over the academic-mediaeval arguments as to how near a professionally trained athlete is to being a professional.

We expect to keep our word in regard to presenting a series of articles on gradation, classification, and school organization. Those who failed to read the article in February Education on the Gary, Indiana, schools, should look it up. The Portland system is presented in this number. It will be followed by another along the same lines in the March number.

NORTH CAROLINA EDUCATION

Vol. VIII. No. 7.

RALEIGH, N. C., MARCH, 1914.

Price: \$1 a Year.

CONSOLIDATION AND TRANSPORTATION IN NORTH CAROLINA

By S. S. Alderman.

Consolidation and transportation are the keywords of progress in rural education today, because they represent the means which the best American experience has found to be most effective in producing an efficient type of rural schools.

The essential weakness of rural education in North Carolina is the prevalence of the little one-teacher, one-room school. Of white rural schools of this State, 71 per cent are one-teacher schools; of negro rural schools, 91 per cent; of both, 77.5 per cent are one-teacher schools. Let us consider the essential inadequacy of this one-teacher school which makes its omnipresence the cause and the evidence of the inefficiency of our rural education.

The One-Teacher School.

Here we have one teacher, usually a woman, with from 1 to 25 and sometimes up to 50 or more pupils in one room, endeavoring to give instruction to all of them in all subjects, and frequently with as many different grades as there are pupils in the room. This condition precludes the possibility of any adequate division of the pupils into grades, in spite of the fact that the average number of daily recitations held by the "one-teacher" is 25, with an average of less than 15 minutes for each recitation. There are one-teacher schools in this State in which the teacher holds as many as 42 recitations a day, with less than 10 minutes to each.

Such schools cannot attract and hold the best-trained teachers. Such schools cannot have a course of study enriched with such studies as domestic science, manual training, and agriculture. And the one-teacher school is incapable of, and is prohibited by law from, engaging in any high school work, so that children living in districts served only by such schools must be sent away from home at an early age to a distant high school, usually in an urban community. This fact is largely responsible for the training of the country youth away from the farm.

But the greatest weakness of the one-teacher school is the small area of its district. The average for white school district in North Carolina is nine square miles. This means lack of sufficient taxable property to provide a fund to conduct an efficient school. It means a small population, from which it is difficult to select competent school officials, and which furnishes so few pupils that no community spirit is developed on playground, in class, and in literary and debating societies. This type of school demands the maximum outlay for the minimum return. Statistics show that the average monthly cost per pupil in the one-teacher school is about \$2.07, as against only \$1.33 in the very best equipped and most efficient elementary city schools.

Consolidation.

All these essential weaknesses of the one-teacher school are overcome by consolidation. Several small districts are consolidated into one large dis-

trict of from 25 to 40 or 50 square miles. This gives taxable property enough to provide a large school fund sufficient to build a modern building of several rooms, furnished with approved equipment; to secure the services of three or more capable, well-trained teachers, allowing the work to be divided and classified; to lengthen the school term, and to make instruction more thorough and effective in every way.

Besides directly improving school instruction, the consolidated school proves itself a vital force in welding the life of the community. The number of pupils and patrons is largely increased, enabling such co-operative endeavors as athletics, corn and canning clubs, debating societies, farm life clubs, and betterment associations. The whole community is knit together with the bonds of common interest and pride in the school, which becomes the public meeting-place and social center of the community. And, in addition, American experience proves that the more efficient consolidated school is secured with an actually less outlay of money than was required for the several inefficient one-teacher schools serving the same territory.

Transportation.

The only really valid objection which the people can raise against consolidation is the fact that the children have to walk farther to school, though they usually admit that the superior school more than makes up for the extra walk. But where this objection is raised it is being answered by transportation of the children in wagons to and from school, at the public expense. The increase in taxable area frequently makes it easy to provide this public transportation and still keep the cost per pupil much lower than in the one-teacher system. It frequently narrows to this proposition: Abandon a one-teacher school, provide a wagon and driver to carry the children of this school to the consolidated school, the cost of transportation being about the same, or slightly under, the cost of maintenance of the one-teacher school.

Children have been successfully transported as far as 5 and 6 and even 10 miles. When it is practicable to make the school area this large the school fund will be sufficient to increase the teaching force and equipment to the extent that two and even four years of high school work may be given, thus giving the country children a large part or the whole of their high school work in their own community, under the moral influences of their homes and the care of their parents.

In practice several plans for transportation have been followed. Sometimes the contract for the driver is let to the lowest bidder, the driver to furnish team and wagon. More frequently the school board furnishes the wagon, and the driver the team. He is under contract to drive on schedule time and to control the children on the trip; this practically

eliminates the evil of tardiness and prevents the rowdyism and incipient immorality which too frequently attend the walk to and from school. The driver usually gets from \$30 to \$40 a month for his services.

Brogden's Campaign in North Carolina.

L. C. Brogden, State Supervisor of Rural Elementary Schools, is spending the greater part of his time and energy campaigning for the adoption throughout North Carolina of a plan for a type of efficient rural school which he has worked out in considerable detail, and which has consolidation as its central feature, with the feature of transportation where conditions permit. Mr. Brogden has become an authority on these features by personal investigation of conditions in this State and extensive, first-hand study of consolidation and transportation in all sections of Virginia. Combining the results of these investigations with a study of all available literature on the subject, he issued in 1911, as a bulletin of the State Department of Education, a discussion which has been characterized as the "last word on consolidation and transportation."

His plan contemplates as a minimum improvement the increasing of the school area from an average of 9 square miles to an average of 20 or 25 square miles; the providing of a school site of 6 or 8 acres, giving space for playground and demonstration farm; the building of a three-room school building, with auditorium and modern equipment; at least three teachers with male principal, and a permanent home for principal and assistants; two years of high school work given; the organization of boys' and girls' corn and canning clubs, singing classes, farm life clubs, and the encouragement of debating, entertainments, and all those things which go to make a richer rural community life. Mr. Brogden is constantly traveling over the State, advocating his typical school in educational meetings, conferring with county superintendents, and helping in the actual work of measuring distances, deciding on sites, and plotting districts.

The Spread of Consolidation.

While the idea has been agitated in the State only a few years, it is spreading with cumulative rapidity, and Mr. Brogden declares that "the movement is growing more rapidly and more systematically and more intelligently than ever before in the history of public education in the State." The most recent figures obtainable are those taken from the reports of the year's progress made by the county superintendents at their meeting during the Teachers' Assembly, which, though very incomplete, are still suggestive. Summarized for the State, they show that during the past year, in the counties reporting, 83 schools have been abandoned, that 49 consolidated schools have been established in their places, that where 98 teachers were required in the schools abandoned 92 are now teaching in the consolidated schools, that whereas 1,739 pupils had been attending the schools abandoned 2,518 have attended the consolidated schools established in their stead. Thus, where 83 schools had been handling only 1,739 pupils, 49 consolidated schools have handled 2,518, or an increased attendance of over 44 per cent. These figures were taken before the compulsory attendance law began to run, so that increase is ex-

plained only by the improved facilities, conveniences, and attractions of the consolidated schools. Bertie County made the best report in the State, abandoning 13 schools for 5 consolidated schools, with an attendance increased from 260 to 290 in the schools considered.

Examples of Consolidation.

State Supervisor Brogden mentions as one of the best types of consolidation in the State the school at Riverdale, in Craven County. Three one-teacher schools have been consolidated to one of three rooms and two teachers. The school board has bought three new school wagons and transports 70 children with great success. The school site has been increased from one to 17 acres.

Another typical consolidation is at Peacock's Cross Roads, Johnson County, where two two-teacher schools have united, erecting an attractive and comfortable building costing from \$1,100 to \$1,500, with three class-rooms, a music room, and an auditorium. The school has three teachers, a male principal, and a music teacher. There are 25 in the music class and the community has bought a piano. The people are delighted with the school and the work is much more efficient than ever before. They are planning to give courses in cooking for the girls and in practical agriculture for the boys. And this is a cross-roads school in a typical country community, in the center of an area of between 25 and 27 square miles. A slightly more extensive edition of this school is what Supervisor Bragden is campaigning for in the State, and is what must come if the rural education of the State is to be made most effective.

A BOOK THAT DEALS WITH MEN.

The Bible deals with men, not with theories and definitions and speculation. The only definition that comes to one's mind from the Bible is Paul's attempted one of "Faith." And even this one is illustrated by a whole category of faithful men. If you want to know what is the meaning of patience, of hope, of virtue, of chastity, of devotion, you will have to go to your lexicon. But if you want to see how these graces and virtues operate upon men and women you will go to your Bible. And that is what counts, virtues put into practice. Charles H. Spurgeon caught the true Bible spirit when he said: "Read the Bible, and it brings you into the association of the best people that ever lived. You stand beside Moses, and learn his meekness; beside Job, and learn his patience; beside Abraham, and learn his faith; beside Daniel, and learn his courage; beside Isaiah, and learn his fiery indignation toward evil doers; beside Paul, and catch something of his enthusiasm; beside Christ, and you feel His love."—Elon College Christian Sun.

Many cities hesitate to start open-air schools because of the supposed expense, particularly of feeding. In Green Bay, Wisconsin, the cost of feeding in the open-air school has been found to be only five and one-third cents per day, or \$8.00 a year, for each child.

Vocational guidance has been introduced into the school system of Connecticut by a recent law.

COLLEGES SHOULD BE TIME-SAVERS AND NOT TIME-KILLERS

By J. I. Blount, Birmingham, Alabama.

Publisher's Note.—Among the interesting letters which have been written by readers of Mr. W. J. Peele's article in our November number on "Training City Boys in Agriculture" is the following which sets forth the author's views on a certain phase of education, and is printed by Mr. Peele's permission. The writer of this article is a member of the J. I. Blount Company, Birmingham, Ala., which is engaged in the business of equipping power plants and constructing blast furnaces.

Mr. Wirt seems to be practically doing just what I have, for years, claimed could be done. What he is doing in the public schools of a city could be done in a college, or I would say "by a college."

The College as a Business Enterprise.

I would look upon a college as a business enterprise whose primary object, of course, is to train young men and women in such a way that they will be best fitted for their life's work. This enterprise should have a secondary object which should be to manufacture or build certain articles, the returns from the sale of which would, at least, partly pay the running expenses of the enterprise; certainly not solely for the purpose of increasing the income of the college, but for the purpose of training the student. The revenue from the enterprise should be really a by-product, but it is very important that it be sought for just as it is in any other business.

The knowledge of the fact that what they do will result in something that has value will, unquestionably, be an incentive to every student to do better work, and will many times multiply their interest in the subject being taught.

In my judgment, the mere obtaining information that has been compiled into books or is told them by the teacher, falls far short of best preparing the student to fight the battles of life. For this reason most students leaving college today have to spend several years learning the very things they should have learned in college. Hence we often hear it said that men lose too much time going to college. A man should not lose time by going to college, but, on the other hand, he should save time. A man's life work should begin the day he enters college and not the day he leaves it, as is usually the case.

There is no doubt in my mind but that the way to teach any subject is to bring the student into actual experience with the object about which he or she is studying, so that they can, at once, make use of and by so doing fix in their minds the knowledge gained from the books or the hearing of lectures.

Practice and Theory Should Go Side by Side.

I would give every student an insight into the practical side of his training at the same time he is trying to learn the theoretical side. When I say practical, I mean it. To illustrate, an architect should know the details of construction of buildings. This includes carpentry, masonry, plastering, painting and the various other arts used in building construction. Practical carpentry does not consist in the making of blocks, turning of spools, or the making of other things which are later to be dumped into a furnace for kindling wood, but it does consist in the actual measuring, sawing, erecting and nailing together the frames of buildings and the finishing and fitting of interior wood-work. Why should a college of architecture ever employ a carpenter, except some one to instruct the students? This work should be done by the students

of architecture, for the doing of which would in itself give them just the information and experience they are seeking.

The same might be said of practically all the work to be done around technical institutions.

Why Should a College Plant Be Idle So Much?

Also, if the average student would stop to think it would not look very practical to him to see class rooms and the various departments of a college only in use, upon an average, of four hours a day and then only eight and a half months a year and, at the same time, the managers are usually calling for more equipment. I am sure that a railroad would never think of buying more equipment if it could not use what it already owned a very much greater percentage of the time than this. It would not only stop buying equipment, but it would get busy trying to find a greater use for its equipment.

In most of our technical schools only books, lectures, and a little of what is called shop work are taught. Such books often express the ideas of some one who has only studied books largely written by the same kind of men and they are taught by the same kind of men. Then shop instructors are, in most cases, men from the same college who have been taught by men who did not know the first principles of mechanics or have the slightest idea what is good practice in industrial shops. No wonder we hear it said that a young man loses time while in college.

READING NUMBERS.

Take forty-six cards of uniform size; at the top of each write the name of a State and underneath the capitol, principal city, principal river and chief products. Use it for a game, by giving the products, principal river, city or capitol, and let the pupils guess the State. I find this very effective in helping the pupils remember this part of their geography.

In teaching the pupils to write and read numbers correctly, I tell them that the tens, hundreds, thousands, millions, etc., are family names. For instance, take the number 191,821. The 191 is the first name and thousand is the family name. I also tell them that the families own their houses, therefore they never move. This little story pleases, and I know from experience that it helps pupils to remember.—Maude L. Sweet, in the School Journal.

THE CELESTIAL WAY.

In China when a subscriber rings up the exchange, the operator may be expected to ask:

"What number does the honorable son of the moon and stars desire?"

"Hohi, two-three."

Silence. Then the exchange resumes:

"Will the honorable person graciously forgive the inadequacy of the insignificant service and permit this humble slave of the wire to inform him that the never-to-be-sufficiently-censured line is busy?"—Western School Journal.

AN EXAMPLE OF A MISDIRECTED EDUCATIONAL SYSTEM

By E. C. Brooks.

The General Assembly of the State of Vermont in November, 1912, appointed a commission to report upon the educational responsibility of the State and recommend some plan for reorganizing its entire educational machinery. The commission was composed of nine men: two educators, a judge of the supreme court, two state officials, the mayor of the capital, and three business men, presidents of large corporations. This commission in February, 1913, invited the Carnegie Foundation for the Advancement of Learning to undertake the study of Vermont's educational system and submit suggestions for its betterment. The Foundation employed a dozen or more specialists who for the past year have addressed themselves to the task of finding out what is the trouble educationally with Vermont. The results of the investigation have been recently issued by the Carnegie Foundation in a comprehensive report and their findings have such a general application that all school men may profit by reading the entire report. After discussing education in general, this principle is laid down:

"As a minimum the school should do at least two things for the child—teach him self-discipline, to think, and to strengthen his relations to the social and industrial life of his community. After showing the effects of polities, institutional selfishness and an antiquated method, the report gives some valuable information and suggestion that the public school forces throughout the country must consider. I quote:

A Wrong Curriculum and a Poor Method.

In Vermont, as elsewhere, there are many complaints that pupils who have completed the school course are unable to do satisfactory work in positions requiring the use of arithmetic and English. This criticism is often turned against those who were most satisfactory as pupils. The difficulty is not that these subjects did not receive enough time in school, but rather that the processes were merely memorized and the memory kept alive by frequent drills. The children never saw that these processes had any practical application, consequently the knowledge was not so organized that it became a part of the child's experience.

The remedy is to be found in such an organization of the subject-matter that children can use it. In this respect Vermont courses often fail. The course in agriculture, for example, outlines ten experiments for the testing of soils, but there is no suggestion of any use that may be made of this knowledge. Most adults have little need for the use of square root or algebra, yet these subjects are taught in the eighth and ninth years. There are frequent directions to the teacher to correlate the work of one subject with some other, but the course makes no attempt to do this except between English and drawing. The country child has the same right as the city child to have the work adapted to his experience and needs. This is not for the purpose of making a farmer of him, but so as to furnish a foundation upon which he can organize his knowledge. Except for a few topics, such as problems concerning fences in arithmetic, and the raising of vegetables as subjects for compositions, there are

no indications that the course is intended for rural schools.

History and geography are not made to appeal to the children by connecting these subjects with their experiences. The lessons that were observed in these subjects were confined largely to a repetition of the contents of some textbook, and there was seldom any effort to relate the statements of the book with what the child might be expected to know about his own environment.

Experience has done a great deal toward making some very efficient teachers in Vermont. The fact, however, that a large majority of the elementary school teachers have had no professional training, together with the absence of adequate courses of study, makes the hearing of lessons from books the predominant method of teaching, and since the books do not recognize the varying abilities or experiences of children, the teaching does not. The reason usually given for teaching parsing, analyzing, and diagraming is that they help children to use language correctly. If doubt is cast on the efficacy of this method for accomplishing that result, it is said that these subjects are required for entrance to high school—hence they are required of children who will never enter high school. Little attention is given to the selection of subject matter that will serve the present needs of the children, and this tends to make much of the work mere memorizing and an attempt to fix unrelated facts in the memory by means of drill.

Much of that which is taught is not organized about the child's experiences. In the midst of Vermont's famous mountains he studies mountains in geography, but he often sees no connection between the two. No child in the class that was studying the bones of the arm and shoulder by means of a book on physiology was able to locate these bones in the body. In many upper grades children who were able to solve abstract problems of area easily were unable to compute the area of their school room.

The Defects of the High School.

What the secondary school needs is not primarily a curriculum—least of all a college-made and college-guarded curriculum—but good teaching. This is not to say that the curriculum be done away with, but that it must be controlled and improved by the schoolmen themselves—skilled teachers in direct contact with the problems. The present subordination of the teacher to the curriculum must be reversed, and the curriculum be subordinated to the teacher, if there is to be real progress. The existing emphasis upon the curriculum, with its "points" and "credits" and pages to be "covered," its arbitrary standards, and its logical balance of studies, has gone far to obscure the real meaning of education as a process of choosing and applying those things that will secure the strongest and most profitable reaction in a child. The curriculum should not be a screen to sift out all who do not fit its meshes, but a storehouse from which a skillful teacher may select tools wherewith to fashion his material. The important thing is the skill with which the teacher selects and applies the tools; success is due to his insight and technique; failure indicates poor judg-

ment on his part much oftener than poor stuff in the pupil.

Most high schools suffer from this rigid, mechanical curriculum wrongly conceived and wrongly used because of the influence of the higher institutions. Vermont high schools are no exception. The conditions indicated are illustrated by the practice of the first year.

In accordance with the official course of study, nearly every high school asks its first-year pupils, 14 or 15 years of age, to divide their time equally between Latin grammar, English, algebra, and ancient history. Substitutes for Latin occur, but, as noted above, 54 per cent of the freshmen in 1912-1913 had been induced to take it. Several principals spoke with pride of the large proportion of first-year pupils whom they had enrolled in Latin. Others recommended a single year of Latin as the best possible disposition of time, both as a "mental discipline" and for its effect on English.

Only 5 Per Cent Need Latin.

This attitude is illuminated by the following facts: The class of 1912 sustained a loss of about 50 per cent in its progress through high school. Besides this absolute loss, Latin, as measured by the four classes in 1912-13, sustained a relative loss during the course of 23 per cent. Of all graduates in 1912, however, only 18 per cent went to college. This was approximately 9 per cent of the entering class. Only 80 per cent of these offered Latin for college entrance, and for only a portion of these last was Latin an absolute prerequisite that was continued in college.

According, therefore, to the best data available, we have out of every 100 entering students 53 taking Latin, a subject that only 15 of them will pursue through the high school, that only 7 will use for college entrance, and that perhaps 5 will continue in college to the point where alone, in the opinion of many, the labor spent upon it is justified.

The inferences from these premises would be that no pupil should be entered in a four-year Latin course without considerable deliberation and weighing of probabilities, and that no group of pupils should be forced through an uncongenial, and, to many, comparatively useless course, for the sake of the convenience of one or two.

Algebra is required of practically all first-year students. As taught at present, it is thoroughly abstract, systematic, and decisive. To sensitive, emotional, unsystematic pupils it has no meaning. How much it might have were it differently organized, it is hard to say. There seems good reason to believe that a radical simplification with much concrete application would furnish real enrichment with little ultimate loss.

Mathematics, as a whole, shows the highest percentage of failure of all subjects in Vermont high schools (15.3 per cent in the larger schools), whether because it can be measured with nicety or because of a tendency to consider it the critical subject of the course, or because it furnishes a more certain psychological basis for the discrimination of ability.

Latin grammar and algebra are plainly more or less technical subjects. They may be interesting, but it would be unfair to expect them to reveal and explain to a youth his human environment, to quicken his insight, or to stimulate his will. These

effects must be obtained, if at all, from English and ancient history.

English instruction, as conducted at present, consists of grammar, composition, and reading. In grammar the work includes analysis of sentences according to grammatical principles, the study of grammatical and rhetorical expression, and their formal application in composition. In composition much writing is prescribed extensively corrected by the teacher and revised by the pupil, with the expectation of developing facility with some degree of accuracy in the use of rhetorical forms.

In literature recognized classics by Irving, Whittier, Macaulay, Shakespeare, Kingsley, Cooper, and Homer are studied and discussed to arouse an interest in reading. Few teachers were found, however, who felt that these ends were accomplished to any appreciable extent. The instruction in English involves considerable machinery, which is operated with much pains and devotion; it undoubtedly has some good effect. But the longer one watches the operation and observes the results upon different types of pupils, the surer one becomes that the avowed aim and emphasis of the course is wrong.

It stands for form's sake. Its devices are focused upon technique rather than upon the content that gives the technique significance. We would scarcely teach a lad table manners by arranging between meals an elaborate outfit and making him go through the correct motions, but neglecting him entirely when he actually eats.

Some yield to the treatment and take an interest in the conscious artificiality of the proceeding. Some with considerable literary background and initiative may even be largely helped by it. Less adaptable but sincere pupils who respond vigorously to a genuine stimulus are bored by the artificiality of the practice, and refuse to be imposed upon. Yet all are treated alike, and are marked high or low, according to their reaction.

There is an occasional teacher who, in spite of the curriculum, makes the most of the English teacher's rare opportunity, and manages to flood the course with interest from all sources. These are teachers indeed, and more could become such if allowed to treat the curriculum as a servant instead of as a master. Less English grammar as medicine and more good English as a medium, much less correction by the way and much more appeal, conviction, and sense of significance, would lead to a very much higher degree of correctness at the end. A course crowded with information valuable for its own sake, drawn from all fields of literature, and accompanied always by abundant oral expression in discussions, applications, and interpretations—such a course, in charge of the best teacher to be had, would begin to fulfill the real obligation of the school to the pupil, and in such a course every pupil would find his place.

As for the classics, it is to be feared that they are defeating the very purpose for which they are used—"to arouse an interest in reading." Dissected and discussed perfunctorily according to requirement, they associate themselves chiefly with that process and its sequel—tests and marks. Moreover, many of them are much further beyond the modern youth's horizon than is generally supposed.

No doubt on a broad basis of more intimate and immediate interests the way could be paved to an

intelligent appreciation of many of them, but their sole use as a reading program, as at present, or even their primary use, seems more likely to insure a distaste for literature than its appreciation. At least one duty of the English teacher would seem to be to explore with the pupil and to display to him the characteristics of the resources of literary satisfaction that he may reasonably be expected to resort to on leaving the school. A healthy taste in this field would bring great reward.

The Fundamental Need.

The first and fundamental need, therefore, is greater freedom and elasticity in order to meet the individual pupil. This established, there is pressing need that the curriculum be expanded to meet the enlarged function of the present-day school.

Planned originally for but a single type of pupil, and at a time when the aim of secondary education had by no means attained its present scope, its resources today appear meagre and insufficient. At a time in a child's life when he is most stimulated and permanently influenced by the reality of his surroundings, Vermont offers him through the all-important first two years in high school a treatment that is exclusively bookish and can be nothing else; a half-course in botany is the sole exception. A State whose economic and social problems are bound

up with agriculture, Vermont has a high school curriculum that is appropriate to a metropolis. Less than 10 per cent of the pupils in Vermont high schools go to college, but the studies that the colleges require of them crowd out from the curriculum all forms of instruction, aside from commercial branches, that might make the other nine-tenths of the students happier and more efficient in their future occupations, whether they be farming or business, teaching or home-making. Praise is due to the State Department of Education that changes in these respects have long been preached and, in places, already initiated in Vermont. * * *

Finally, it is worth while to sum up in a word the principle that it is believed should underlie the administration of a high school curriculum.

No study or group of studies has any importance for its own sake; its value consists altogether in the extent to which it assists a teacher in bringing a pupil into those relations with his environment that are agreeable, stimulating, and promising for him personally and profitable to society. The curriculum should include any body of instruction that can be successfully organized to this end and for which there is a demand. But its real potency consists not in itself, but in the intelligence with which it is applied.

EQUALIZING FUND APPORTIONED

By S. S. Alderman.

From a minimum of 80 days the rural school term of North Carolina has been raised to a minimum of 103.3 days, or from four months to five months and nearly one week. This is the result of the apportionment by the State Board of Education, on February 9, of \$401,015.72, the first apportionment of the State Equalizing School Fund under the terms of Chapter 33 of the Public Laws of 1913.

This raising of the minimum term by over 25 per cent is the most significant advance and the greatest forward step which the State of North Carolina has taken in the history of her public education. By this one act, North Carolina has climbed up several rungs of the ladder from the humiliating position which she previously held as the state providing the lowest minimum school term for country children in the United States, excepting only half-breed New Mexico.

This is a substantial stride along the path of progress. It was advocated by all educational leaders, demanded by the farmers for their children's sake, and commended by pulpit, platform, and press. But in itself it does not constitute final success. It is but a step to be followed by others, but an earnest of the labors which North Carolina is to expend upon the school problem until she shall some day boast a minimum term of eight months for her every son and daughter. Rural education, however, like Rome, is not built in a day, and for this considerable raising of the foundations we are thankful.

It was the hope of the makers of the law that the State Equalizing School Fund would provide a minimum term of six months, hence the act became incorrectly known as the "Six Months' School Law," leaving the false impression that this term would absolutely and immediately be provided. It

became apparent from the first, however, that the term would not quite reach six months, but no earthly power could tell how long a term would be provided by the \$401,015.72 raised by the five-cent levy until the sworn estimates had been received from every county and the fund apportioned according to these estimates. This apportionment resulted, for the first year, in an actual minimum term of 103.3 days, but Superintendent Joyner declares that, with the yearly increase of the fund through increased property valuation and increased assessment, the fund should become large enough within the next year or two to raise the minimum term to 120 days, the six months hoped for.

As is well known, no county was allowed to participate in the fund until it had provided for itself funds enough, exclusive of local tax, for a four months' term in every district, or until it had levied the maximum tax of 15 cents on the \$100 valuation and 45 cents on the poll. And then the money from the equalizing fund can only be used for teachers' salaries. This makes it certain that the county will do its part, and that no part of the equalizing fund will be used for any other purpose than to lengthen the term, under penalty of the law. Ten counties in the State did not participate in the fund because they had already provided for themselves a longer term than the fund would give, some of them as much as a six months' term, some only just enough over the 103.3 days to prevent their participating.

An East Tennessee girl is credited with the following reply to a question as to whether she had been to the fair: "I didn't went; I didn't want to went, and if I had wanted to went, I couldn't have gotten to gwine."

School Room Methods and Devices.

A GROCERY STORE.

Our geography outline for third grade suggests a visit to a grocery store. In order to make frequent visits and to really make a careful study, we brought our grocery store to school.

We placed strawberry boxes carefully lined with paper on our sand table. Then all contributed the groceries, those in other classes also becoming interested. We soon had quite a stock of staple groceries, vegetables, and fruits.

We made several substitutions, which I believe permissible, using water color in water for bluing, vanilla, etc.

We also established a freight depot, having on hand a small train of cars made by our janitor of chalk-boxes—a touch of play they enjoyed. We appointed a freight agent, who kept record of articles sent to us and their source—and also of our products shipped from here.

As we studied the different things we made booklets of our little descriptions, written and some illustrated, and our language work did not lack for material at that time, I am sure. The knowledge of places, climatic conditions, people, etc., was certainly profitable.

When a new article was chosen, each child was anxious to be the first to find information concerning its growth or preparation.

We also used our store in our number work—having prices written on cardboard, and placed in box, and this with our toy money, offered opportunity for making of change—and of course numerous other kinds of work in multiplication, and all other operations.

On the whole it was very interesting and could be made useful in every branch of school work.



A PLEA FOR HOME HISTORY.

Etta V. Leighton, in Popular Educator.

What does history mean to our children? Is it something "hard in a book?" Or are the men real men such as now direct our affairs? Do the pupils feel that the events of today are the history of tomorrow and that what goes on at their very doors may have world-wide effects?

Surely we should not begin and leave off with the book. We no longer try to teach rivers and islands from a map of some distant country, instead we find our types of world forms in our immediate surroundings.

A similar method in history would add new life to the study. A child's interest is primarily in his environment. The boy who steals a chance to read of imaginary Indians will be much more interested in the live ones who have roamed through his favorite fields. Give him all the details as to tribes, sachems, life, habits, history, that you can gather. Visit the known haunts of the Indians. Search for the derivation of Indian names now or formerly applied.

Locate as near as may be sites of treaties or battle-fields; find where the first house or houses stood; study the pioneer settlers, especially any who may

have become famous; work up a pride in the town's growth in population and industries; make a collection of antique and modern articles which illustrate the town's history, and lay stress on the fact that the town is what the forefathers made it and will be in the future what these boys and girls make it.

A knowledge of the state's history, its resources, its lines of pre-eminence will make for loyalty. Our hearts can hardly "within us burn" for "our own, our native land" if our interest and admiration have not been deeply stirred.

No intelligent vote can be cast by one to whom the town or state is only an abstract entity, but a loyal and patriotic desire to better conditions may well take its rise in a study of home history.



THE SQUIRREL.

Maude M. Grant, in Primary Education.

(A Finger Play.)

I saw a little squirrel,
(Right thumb upright.)

In a hollow tree,
(Make circle with left thumb and forefinger, and insert right thumb.)

And I said, "Little squirrel,
Will you come to live with me?"

Be sure you'd have a pleasant home,
A cage both cool and wide,
(Make cage by putting together the fingertips of both hands.)

A little bed of soft, soft wool,
You'd find there just inside.

A little wheel you'd have there too,
To turn and turn just so,
(Turn right and left index fingers around each other.)

And a little swing to gently sway
(Make a swing of two index fingers.)

Like the branch, when the soft winds blow.

And every day I'd bring you nuts
In my pretty basket here,
(Make basket of two hands, with thumbs for handle.)

And I'd crack them for you, little Frisk,
(Make hammer of right hand (fist) and pound on left hand.)

Oh, won't you come, my dear?

But little Frisk looked wisely down,
From his tall, old hollow tree,
(Left arm vertical, right thumb inserted in the hole made by the left thumb and forefinger.)

And gently shook his little head,
"I'd rather not," said he.

"I love the trees so cool and green,
Whose branches wave and sway,
If you'll excuse me, little friend,
I'll have to run away."
(Withdraw right thumb from the hole.)

THE NEED OF A NEW CLASSIFICATION IN OUR CITY SCHOOLS

By E. C. Brooks.

It is apparent to most school men that the great need of the city schools in North Carolina is a better classification of pupils and a new grouping of subject matter suitable to intellectual and social needs of today. We published in Education for February an interesting article dealing with "the Great Training Plant" at Gary, Indiana. It is the purpose of this article to discuss a system of classification and gradation found in Portland, Oregon. Although it is not very new, yet so many of the city schools follow the old plan of grouping 40 or 50 children in one class regardless of capacities and personal characteristics, that a careful study of school organization and classification is above all things just now the proper study for school principals and super-visors.

Brief History of Classification.

In the earliest school the chief element in the school system was the teacher's personal fitness for the work. This has been called personality, and teaching was addressed to particular individuals. It almost paralleled the training of apprentices in which the individual was bound to a specific master. Not classes, but individuals were taught. Not the course of study, but the personal fitness of the teacher was the most important element in the instruction.

After many years it became clear to teachers that time ought to be saved by teaching groups of pupils who desired to learn the same subject matter. Courses of study and text books were then developing. Subject matters comes forward and personality recedes somewhat. But this was the beginning of classification. As long, however, as education was provided for the few, the question of classification did not rise to perplex the master. The old methods were still followed to a large extent—that is, each pupil recited in turn from his own book. There was still individual teaching and a noting of individual characteristics.

In the nineteenth century we moved from the simple to the complex. Public education overshadowed private education; large groups of children took the place of small unclassified groups. Class teaching having begun as a matter of economy of time, was soon found to posses other points of advantage over individual teaching. "Its chief superiority is due to the fact that new ideas find different attachments in different minds, because of differences in antecedent experience." Therefore as the teaching profession developed a philosophy, the large class received a pedagogical sanction.

The Portland Idea.

Superintendent Frank Rigler of the Portland schools writes: "It has been said by an innovator that one teacher may instruct a class of eighty or one hundred just as easily as a smaller number, because a presentation good for one is good for all within the sound of the teacher's voice. The fallacy of this view is apparent when we reflect that it is not only the teacher's duty to present her subject to a class, but also to note the effect of such presentation upon each pupil in her presence. No teacher can perform the latter function if she has to address one hundred pupils. Those who can perform

it with a class of forty pupils are comparatively few. Those who can notice the effect of teaching upon twenty are many times more numerous. Perhaps somewhere between fifteen and twenty-five is the ideal number to be engaged in any recitation, and this leads to the conclusion that in the modern elementary school room there should be two classes, one of which is studying, while the other is reciting. Besides having the right number engaged in recitation, an ideal classification would require that their attainments and their powers be exactly equal. . . The fact that the classification is not ideal requires it to be supplemented by individual teaching."

If we accept the principle as stated in the above quotation we may draw these conclusions: (1) That a poor or mediocre teacher should have less than fifteen or twenty-five pupils in a class; (2) that the number should be small enough for the teacher to give individual training, and the poorer the teacher the smaller the classes should be and the more the individual training should be. But let us look at the Portland organization.

System of Classification.

The Portland schools in 1897 had the orthodox eight-grade system with semi-annual promotions, and the result was only a very few pupils ever attempted to do more than the grade assignment. There was no way in which a pupil could take a lower rate than the orthodox one, without failing and repeating the work of a term. The Portland system today takes into consideration power as well as attainment.

"The course of study is divided into fifty-four parts; the time, into terms of five months each, and promotions take place regularly at the end of each term. Three terms, or one and one-half years, constitute what we for convenience call a cycle. Classes are permitted to progress at whatever rate is found suitable to their power, but the two standard rates are three parts of the course for second division pupils and four parts per term for first division.

"At the beginning of each cycle any group of pupils who have reached the same point in the course of study is separated into a first and second division. By the end of the first term the first divisions will have passed over four parts of the course of study, and the second divisions over only three. By the end of the second term the first divisions will have passed over eight parts of the course of study, and the second divisions over only six. At the end of the third term (which completes a cycle) the first divisions will have advanced twelve parts, and the second divisions only nine. It will be seen now that each first division has overtaken the second division next above it. In the new cycle these two divisions are united and again divided. In this re-division some of the pupils that did first-division work during the preceding cycle are put into a second division, and some who did second-division work are put in a first division."

This is a good mechanical arrangement, whereby one class may go faster than another. The term cycle is just another way of saying that the better pupils in a room, if given the opportunity, will overtake the backward pupils, or the second section of

the grade above in about one and a half years. Early in the cycle the two divisions start off about together but diverge until in the third term there is such a difference that the first division is transferred over into the room next above and are seated with the second division of the next grade, and by the end of the third term the cycle is completed and the two come together automatically.

Emergency Division.

Superintendent Rigler says further: "In the exigencies of rooming it is sometimes necessary to make up a 'division' by taking the stronger members of a first division and classing them with the weaker ones of a second division, who are one or one and one-half parts in advance of them. In such cases the division commences its work at the point already reached by its stronger members. . . . Such emergency divisions, however, do not usually continue more than a term. By that time the strong pupils have outstripped the weak and they are then classed with the strongest members of the second division whose weaker members they have passed, this place being taken by the middle section of the same division."

Promotion by Subjects.

"An important factor of our system is promotion by 'subjects' instead of by 'averages.' A pupil may do first-division work in one subject and second-division work in another. Sometimes he will have to recite part of his work in one room and part in another, but no inconvenience need result from this. In fact, it is an advantage in rooming, since we can make his headquarters in the less crowded of the two rooms."

"Under the Portland plan a pupil who does first-division work during his entire life in the elementary school will be prepared for high school work in seven years. A pupil who does second-division work all the time will require nine years. We find that perhaps a third of the pupils require this time. . . . Our first division proceeds one and one-third times as rapidly as our second division, or one and one-eighth times as rapidly as the normal class in the orthodox eight-grade system."

We spoke in the beginning of the personality of the teacher, it is time we were saying something of the personality, or the better personality, or better personal fitness of the superintendent or principal. The mechanical way of running a school practically eliminates the supervisor. Many schools today would run on almost as well without a superintendent—barring some clerical work, discipline, and a central office. What is needed most is a superintendent with personal fitness who will break the old machine and substitute in its place the touch of a master and the spirit of a chosen human being.

SOME VIEWS CONCERNING SEX EDUCATION.

To what extent can sex instruction be given in the public schools? Wide difference of opinion still exists among school men on the subject, judging from reports received at the United States Bureau of Education. There is widespread recognition of what President Foster, of Reed College, calls "The Social Emergency," and general agreement as to the need of action against the social evil, but when it comes to the question of what part the public school shall play, the ideas range from a detailed plan of sex in-

struction beginning in the elementary schools to a determined opposition to any form of sex education whatsoever.

Professor Thomas M. Balliet, of New York University, outlines several points of attack in sex education. He believes sex instruction can now be given to the following groups: (1) To parents, by means of lectures; (2) to enlisted men in the army and navy, where the need for it is urgent; (3) to college students, both men and women; (4) to young people in Y. M. C. A.'s and similar associations. Dr. Balliet considers sex instruction to college students particularly valuable; because it will enable them to impart sex knowledge in turn to pupils in elementary and secondary schools, as soon as the public is prepared for this step.

Recently medical men have joined hands with school men in the sex hygiene movement. Dr. Hugh Cabot, a distinguished physician of Boston, is one of the leaders in the demand for sex instruction in the schools. He declares that the policy of silence and punishment as practiced in the past has failed. He suggests education, rather than punishment, as a remedy for social evils. He says: "Sooner or later we shall come to realize that teaching the comprehension of the sex instinct is the function of the public school, though we are far from such a realization to-day." Other members of the American Federation of Sex Hygiene, including former President Eliot, of Harvard, who is the head of the organization, hold equally positive views of the need for sex instruction.

On the other hand, there are many, both among educators and physicians, who see danger in sex instruction in the schools. Dr. Tierney, President of Woodstock College, Maryland, expresses the fear that is in the minds of many thinkers, when he says: "Sex instruction is apt to put forward by some years the time of suggestion and temptation. Safety, lies in diverting the attention from sex details."

Officials of the Bureau of Education believe that the sex hygiene question is about to assume great importance in many school systems. Chicago is now struggling with the problem; the Board of Education has appropriated money to provide lectures on sex hygiene to parents and to groups of high school pupils, with the ultimate idea of extending sex instruction to the elementary schools if the experiment with older pupils proves satisfactory. Teachers in New York and other cities report considerable success in incorporating sex instruction into elementary work in biology. State Superintendent Hyatt, of California, has issued a leaflet on sex instruction that has been considered worthy of distribution by the United States Government; while the American Federation of Sex Hygiene, carrying out its plan of constructive work against the social evil, has drawn up what is probably the most careful outline yet devised for sex education at every stage of life, both in school and at home.

Teacher: "John, give us a simple, descriptive sentence which can be expanded."

John is silent.

Tommy (whispering): "Teacher is a big fool."

Teacher (reproving Tommy): "Silence. John will get on to this himself."

North Carolina Education

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Compare your school in its operation with the criticism of the Vermont school system.

Professor Hugo Muensterberg of Harvard College says emphatically that the teaching of sex hygiene to immature boys and girls will have a very pernicious effect upon the morals of the country.

The Oklahoma constitution contains a clause making it mandatory to teach the elements of agriculture, horticulture, stock feeding, and domestic arts and sciences, in all public schools in that state.

The national government has made a step in the right direction. Vocational education is coming. But it will not be the first time that the chief training of the world was of a vocational or occupational nature.

The records show that out of 28 states with 28 universities and 28 agricultural and mechanical colleges, the highest average wages paid to any graduate are paid to the agricultural and mechanical college graduates.

Superintendent E. D. Pusey of Goldsboro has arranged a training class for teachers. He says: "The members of this class are required to spend all the school day in the class room teaching under supervision or observing certain designated work on which they take notes. Those teaching must prepare outlines for each day's work; every afternoon notes and outlines are criticised by the teacher in charge." In addition to the practice and observation work he has outlined a course of study for them. He concludes: "Of course the object in establishing this class is to train teachers for vacancies in the primary department here. It will always provide the school with available substitutes."

It is reported that the Gary, Indiana, school is attracting so much attention and the number of visitors from many parts of the United States is increasing at such a rate that the authorities have been compelled to set apart certain days for visitors,

in order that the work of the school may not be interfered with. There are two or three different times during the spring term when visitors will be permitted to inspect the working of the school. Therefore if you have any notion of paying a visit to Gary, write in advance for the exact date of the days when visitors may visit.

DOMESTIC SCIENCE SHOULD BE REQUIRED OF ALL TEACHERS OF PUBLIC SCHOOLS.

Teachers, as a rule, make preparation to teach such subjects as they are required by law to teach, and many who are aptest in working arithmetic or parsing a sentence care little and know less about the living side of their pupils. The mind works in such intimate relationship to the social group of which the individual is a part that many teachers fail even to "train the mind" because he or she does not know what the mind is concerned with in the social group. The occupation of the social group determines the thought-life of the group. Therefore the occupations of the people should constitute a large part of the curriculum, since it is with the occupation that the community mind is so deeply concerned.

The domestic workers in the home have been so far untouched by the school; yet domestic life is one subject that can be taught with the least expense. It requires no great outlay of money for equipment because every home is an equipped laboratory. It requires no expense for material because every home has the material at hand. It requires no additional buildings because every home has buildings sufficient in which to begin the work. In fact, all that is required is a teacher who knows how and is willing to try.

We who are not militant suffragettes still say that the greatest service a woman can render the world is in her conduct of the home. However, we have forced agriculture in the school curriculum and require every teacher to qualify in that subject, and since the great majority of our teachers are women, we require them, whose sphere, we say, is the home, to teach children a man's vocation, and have little or nothing to say in the schools about the "proper sphere" of the woman. We require women to teach political history, but deny that she should enter politics. We require her to teach agriculture, but shrink from the thought of the girls working in the fields. She may teach health, physiology and hygiene, but not practice medicine. She may teach civil government but not enter governmental service. She may teach even the commercial branches, but not enter commerce. These are some of our social inconsistencies. Yet if we would look into any social group for the one function to which the mind is most intimately related, we touch the occupations of the group, yet we force the women to teach a man's occupation, although home-making is the greatest oc-

cupation of any social group. It is the one occupation with which both boys and girls, men and women, married or single, think most about. In fact, every other occupation is so intimately related to it that the basic thought is constantly playing back and forth from the home to the occupation, thus making the home, whether or not it is in the consciousness of the world-workers, a part of every occupation. than any other is not only not required but it receives the least attention from the makers of our courses of study. Our normal schools have courses in domestic science and they are well enough for certain purposes. But they do not meet the needs. Our city schools have courses in domestic science and they are well enough for certain purposes. But they, like the parent courses from which they are derived, do not meet the needs. We ned to re-work the whole subject and give instruction to teachers in a much broader and a more practical way—an instruction that will qualify them to go in a rural community and organize much of the public school teaching around the subject of home-making in such a life of the community, the State, and the Nation. But the one subject that does include more of life

Much of our pedagogical theory of to-day is based on the principle that the school should epitomize the way that the poorest in the community may have a new sense of what a real home is; and every woman should be required to qualify in this subject. We ought at least to be consistent.

BRANSON FOR NORTH CAROLINA.

About the best educational news for the State this month is the announcement that Eugene C. Branson, former President of the State Normal School of Athens, Georgia, will become professor of applied economics and rural sociology in the University of North Carolina.

Prof. Branson is an educational pragmatist. He studies conditions even more ardently than textbooks, and makes his class-room work function in the everyday economics of living. Through the new chair of applied economics and rural sociology in the University, he will introduce a new and vital element into the educational work of the State.

E. C. Branson is a North Carolinian who has achieved national repute for the effective originality of his work. His biography in "Who's Who" brings him from his birth in Morehead City, August 6, 1861, through Trinity College; Peabody Normal College; marriage to Lottie Lanier, of West Point, Ga.; principalship of the Raleigh High School; superintendency of city schools of Wilson, N. C., and of Athens, Ga.; professorship of pedagogy in the Georgia Normal and Industrial School, and presidency of the Georgia State Normal School; tells of his authorship of several books on teaching methods and of editorial work for several textbooks.

But it is his work subsequent to this write-up that

has won him most prominence. He gave up the presidency of the State Normal School to become editor of Farm and Homestead and professor of rural economics and sociology, in which position he has done some most original work in the investigation of rural conditions in Georgia and the instituting of plans for their improvement.

His "Know Your Home State Clubs," which intensively survey conditions and work for their economic and social betterment, have done unique work, and his United States bulletin on that subject has attracted wide comment. His address on the same subject before the North Carolina Teachers' Assembly will be well remembered. He will organize this same kind of work in North Carolina.

S. S. A.

Here is the creed of his Georgia Club. (Substitute the words North Carolina for Georgia, and see how it sounds.)

The Creed of the Georgia Club.

1. We believe that education is a reciprocal union with society.
2. We believe that social conditions determine all efficient school functioning.
3. We believe that the output of the Georgia State Normal School should be teachers who are afame with rational ideals and purposes, but are also steeped in realities.
4. We believe that the teachers of this faculty should be intimately acquainted with the indoor concerns of their departments, intimately acquainted with the best that the great world is thinking and doing in their departments; but also that they should be accurately schooled in outdoor economics and social conditions, causes, and consequences in Georgia, in direct, first-hand ways.

5. We believe that the school is one of the mightiest agencies of social uplift, and that no teacher can help make this school such an agency unless he is directly and vitally related to the human life problems of the community and the State.

6. We believe that the teacher has a right to be a citizen and a patriot; that to be less than either or both is to be a "mere teacher"; and that to be a mere teacher is to be less than a full-statured man or woman.

7. We believe that this school has betrayed the high calling whereunto the State has called it if its graduates do not set their hands to their tasks as citizens and patriots, as lovers of their kind and their country, with keen realization of home conditions and needs, with sympathy and concern, with growing love for community and county, State and country, and with high resolve to glorify common tasks, common duties, and common relationships in faithful devotion.

8. We believe that in the measure in which we shall satisfy these ideals will we all love the school more, our home counties more, our State and country more, and serve them better, both now and in all the years to come.

Gerald: "I have never kissed a girl before."

Geraldine: "You have come to the wrong place; I'm not running a preparatory school."

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LESSON VI.—THE COUNTRY SCHOOL AND THE FARM PROBLEM

By E. C. Brooks, Chair of Education, Trinity College, N. C.

CHAPTER VII.

The Country School as an Agency in the Solution of the Farm Problem.

In the last lesson I spoke especially of the farm problem and its solution, the farm house and the part the school should take in making conditions of the home better, and of the road problem. This chapter is devoted chiefly to the relation of the school to community-building, and the author takes the stand that "the school is generally the best and most available agency in the local country community for introducing various phases of rural improvement and for instituting immediate progress."

Advantages and Opportunities of the Public School.

1. It is the chief agency of education.
2. It represents the whole community.
3. It is to be found in every community.
4. Its financial support is legally assured.
5. It has authority to compel attention, support and assistance.
6. It can fulfill a wide range of demands.
7. It can innovate progress along all lines.
8. It stands closest to the hearts of the people.
9. It can easily become the leader in social betterment.

After reviewing all these opportunities it is well to center on one or two, keeping the others in mind. Take for example the first and the last. "It is the chief agency of education," and "It can easily become the leader in social betterment." Is your school really an agency of education, and does it lead in social betterment? You may be somewhat apathetic or disinterested or discouraged because of the needs mentioned on page 139.

The most significant question for you to answer is, Are you a trained teacher? If so, what is the result of your labor in the community? If not, are you making a serious effort to become a well-trained teacher? In other and in what direction does your ambition lead you?

The One-Teacher School.

It would be a serious calamity for all the teachers of the one-teacher schools to wait for the appearance of the large consolidated school before becoming alive to some very good things that can be done with the one-teacher school. All that the author says of this type of school is in the main correct. (See pages 140-145.) Many people, however, do not know the value of a good school, because they have not had any examples in their community. It is the teacher's spirit that awakens a desire for better schools, for the consolidated school. The old saying that a person never gets enough of a real good thing is illustrated here.

The author says that the consolidated system is the only adequate solution of the country school problem. But since the rural population is not to be driven to this ideal state without a political revolution, we may safely guess that driving is out of the question, and if they are to be led, they must first be shown that teaching amounts to more than hearing lessons from an open textbook. There is much besides this that the teacher in the one-room school building can do; and here is the greatest opportunity of the teacher. The author is right. The fundamental need of country schools is a change of system or consolidation, and it must come chiefly through the teacher. If you wish to have a concrete case of the work of a good teacher, study the Grimesland, Pitt County, school. There are many others.

CHAPTER VIII.

Consolidated Country Schools.

Study the different types of consolidated schools (pages 149-170) and the history and status of the movement to unite smaller schools. The author gives good descriptions of some very effective schools. The pupils of your school would be highly entertained if you would read to them the story of the John Swaney school. It is an inspiring story. But we do not have to go to Illinois for the only good example. Write to the State Superintendent of Public Instruction of North Carolina for good stories of the consolidated school in our own state. He has one man working on that problem and he can give you an abundance of literature. It is not a new movement in North Carolina. But in nearly every case the work of a good teacher is the basis on which the school was built.

Study the history in other states. The statistical story as told on page 163 is worth reading. But North Carolina has almost as interesting a story. The author concludes his discussion of the consolidated country school as follows: "Let it be repeated that the consolidated country school in its complete and fully adopted form is the best solution of the country school problem yet devised," and there are many county superintendents in North Carolina who will agree with the author conclusively. See article by Mr. Alderman on page ??, published elsewhere in this number.

CHAPTER IX.

The Leadership of the Country Teacher.

No community will make progress without a leader and no school will vitalize a community unless the teacher is a leader. The author discusses the opportunity and advantage (page 189) of the country teacher, and the requirements (page 190)

for leadership. But the first indication of the teacher's ability to lead is that she must teach a good school. That is the main purpose, and without the good school all else may be classified under the head of fine writing and will be as effective as "paper farming" was in the early days of agricultural agitation. Notice especially what the author considers a "good school" (page 192) under the head of "The Leadership Explained." There is nothing new in what the author says. The Woman's Betterment Association has worked for the same thing.

It is true that the difficulties of country teaching are many. But we are too prone to see that side. It is refreshing to have before us "Examples of Country Teacher Leadership" (page 196). There are hundreds of such teachers in North Carolina as "Miss Mary." It is well to bring them to the front occasionally. Every county superintendent has such a teacher. Compare the work of such teachers with this "Miss Mary." Devote a whole meeting to a discussion of how all the "Marys" are remaking rural life. It will be inspirational to the more youthful Marys who are looking for examples of good leadership.

CHAPTER X.

The Country Teacher's Problem.

The problem as stated by the author is "the task of making the school the strongest possible influence in enriching the lives of those for whom it is maintained." Examine the "Method of Attack," page 206. The discussion of "Improving the Physical Environment of the Country School" (pages 206-229), is very good. It cannot be read too carefully. It is so frequently the case that a community will become enthusiastic under the leadership of one teacher and erect a good building. But the next teacher will let it be abused in a number of ways.

The next point of attack is by socializing the country school (pages 229-238). Notice the steps: (1) School entertainments. (2) Social activities of the children. (3) Developing co-operation between the home and the school. (4) Other agencies—newspapers, exhibits, excursions, etc. Bear in mind that the teacher must run a good school if she expects to stay in the profession, and these are points of attack that will make a good school a force in the community.

The next point of attack is to make the course of study worth while. It must deal with real life. The arithmetic, the geography, the agriculture should deal with subject matter that the child is acquainted with. (See pages 239-346.) Note the many ways that a teacher can put new life in old subjects and substitute new subjects for old dead matter.

The author finally closes with a study of how to improve the administration. This brings us back to consolidation again.

We will conclude the study of this book in the next lesson.

On the theory that healthy children should have the fresh-air benefits usually reserved for the sickly, Superintendent Wheatley, of Middletown, Conn., has introduced a modified open-window plan throughout his entire school system.

MULTIFARIOUS ARE THE USES TO WHICH SAWDUST IS BEING PUT.

Sawdust, usually considered a waste product and of no value, is, through the marvelous discoveries of science, fast becoming most useful.

A ton of sawdust will make from forty-five to fifty gallons of alcohol. The residue of the sawdust is a form of cellulose and makes acceptable fodder for cattle and horses. When mixed with molasses the fodder is worth about twenty-five dollars a ton.

The fodder known as "wood meal" is simply sawdust made into form of mash and flavored with rock salt.

Another use of sawdust is as a fire extinguisher. Quantities of sawdust thrown on a fire will prove nearly if not quite as effective as sand in putting out a fire.

Sawdust forms the basis of more than twenty kinds of explosives. The so-called "white" and "yellow" gunpowders are simply sawdust saturated with certain acids.

All kinds of dyes are now made from sawdust. One pound of sawdust costs only about half as much as the same amount of logwood extract and has four times the dyeing power. In cleaning silver sawdust has been found very effective. Beech sawdust makes the best possible polishing powder for gold. In many laundries sawdust is used in place of soap, as it furnishes sufficient friction for the removal of dirt. Pressed into moulds, it is also made into stoppers for bottles.

About ten thousand tons of sawdust are made into paper pulp every year.

A man may to-day actually build and furnish a house out of a pile of sawdust. A kind of brick, made by mixing sawdust and clay, is sometimes used in building houses. Such bricks can be held in place by "sawdust mortar," in which sawdust is substituted for sand. This mortar is used quite generally in building to-day. The roof of the house can be covered with sawdust tiles, made by pressing sawdust into flat moulds.

When the frame-work of the house was complete the plaster could be put directly onto the bricks, for sawdust bricks require no laths. Even the plaster itself could be made of sawdust, for a form of sawdust stucco is already on the market.

All kinds of imitation wood, from planks to the finest mahogany and oak door and window frames, are now made of sawdust.

The wall paperer uses what is known as "velvet" paper, made by sifting sawdust over a surface that has previously been covered with adhesive paste.

There is a form of tessellated flooring made of small blocks of colored sawdust granite. Cheap linoleum is made, among other things, of sawdust.

Mantlepieces are made of artificial marble, which is sawdust combined with ivory waste and colored.

Gas suitable for illuminating purposes can be manufactured from sawdust as well as from coal. The sawdust is baked in retorts and a ton of it yields from 20,000 to 30,000 cubic feet of gas. In many lumber regions whole villages are lighted entirely by sawdust gas.

Sawdust makes good fuel. Compressed into bricks with coal dust it gives little smoke and almost no ashes. Three hundred pounds of sawdust bricks equal about five hundred pounds of soft coal.—New York World.

News and Comment About Books

NOTES AND COMMENT.

In preparing for your public exhibitions do not overlook the excellent material for reciting which you will find in North Carolina Poems.

The Teachers' Reading Course lessons for last month and this month are of unusual interest and great importance to those interested in rural problems. Turn to them and study them thoroughly.

Teachers who are interested in training their students in public discussion and debate should make haste to ask the Bureau of Extension, Chapel Hill, N. C., for Bulletin No. 6. It is the latest issued by the bureau and is an exceedingly interesting and practical guide book for North Carolina debates. The chapter on "Preparation and Argumentation" is packed full of the very sort of suggestions needed to cut the cobwebs from the young debater's thinking. Besides, the bulletin emphasizes North Carolina questions, outlines a dozen queries, and indicates forty-odd subjects for debate. Another feature that will be extremely helpful is the form of constitution and by-laws for high school literary societies, and the suggestions for organizing. Get this bulletin and use it.

BOOK REVIEW.

The Modern Short Story. By Lucy Lilian Notestein, in Collaboration with Waldo Hilary Dunn, Professor of Rhetoric and English Composition in the University of Wooster. Cloth, xii and 211 pages. Price \$1.00 net, \$1.10 postpaid. The A. S. Barnes Company, New York, N. Y.

This inviting little volume is not a collection of model short stories, but is a study of the short story as a form of the narrative art, its plot, structure, development and other requirements. It has been prepared as a college text book, but is not the less interesting on this account for the general reader. No time is taken up in tracing the history and development of the short story or in discussing at length its related forms. The very first chapter plunges into the modern short story as a distinct form of art, and dull indeed must be the reader who does not find each one of the ten chapters a live short story in itself. About a dozen masterpieces are analyzed and discussed in making clear the theory and their entire treatment is suggestive, luminous, and distinctly helpful not only for those who would study and appreciate the short story, but for prospective writers of the short story as well.

Elements of Debating. A Manual for use in High Schools and Academies. By Leverett S. Lyon, Head of the Department of Civic Science in the Joliet Township High School. Cloth, 12mo., 136 pages. Price, postpaid, \$1.07. The University of Chicago Press, Chicago, Ill.

This excellent little handbook guides the young student to a better understanding of the business of debating by its clear analysis, sharp definition, and succinct rules and suggestions. Within the sixty pages devoted to this purpose the author could hardly do more, but what has been done has been well done. There are ten chapter headings: What Argumentation Is; What Debate Is; The Requirements of Successful Debating; Determining the Issues; How to Prove the Issues; The Brief: The Choice and Use of Evidence; The Forensic; The Refutation; Management of the Debate; Summary and a Diagram. An interesting and instructive device is the diagram folded and inserted as a part of the tenth chapter. About half of the volume is devoted effectively to seven appendices, containing reading lists, illustrations of analysis and debate, materials for briefing, and a list of debatable propositions.

The Art of the Short Story. By Carl H. Grabo, Instructor in English in the University of Chicago. Cloth, 12mo., 321 pages. Price \$1.25 postpaid. Charles Scribner's Sons, New York, N. Y.

A successful writer of short stories himself, the author has written out of the experience of one who is not a stranger to the things, methods, and processes he sets forth. "I have," he writes, "endeavored from my own experimental knowledge to analyze the way in which the mind seeks and selects a story idea and then proceeds to develop it." Fifteen chapters averaging nearly twenty pages each are devoted to the discussion of the art of "working effectively at story composition." Some of the chapter titles are: The Essentials of Narrative; The Point of View; The Unities of Action, Time, and Place; Exposition and Preparation; Character Drawing; Dialogue; Suggestion and Restraint; Unity of Tone, and The Psychology of Story Writing. Every chapter in the book, especially the one last named, is rich in stimulating suggestion and direction for the student and would-be writer. And not the least important of the crowding merits of the book is its value to those average readers of short stories who would like to gain a better understanding and appreciation of the art in the stories which they most keenly enjoy.

Modern Short Stories. Edited with an Introduction and with Biographies and Bibliographies. By Margaret Ashmun, M. A., formerly Instructor in English in the University of Wisconsin. Cloth, 12mo., xxx and 437 pages. Price \$1.25. The Macmillan Company, New York.

This looks like a rather large book, but it is not formidable; the print is large and clear, and the pages are open and inviting to the student. The book is intended to supply material for study by classes in short story writing or narration; this the author has done generously and with fine judgment and more than ordinary industry. No attempt is made in the way of critical analysis and comment, a preface and introduction, both very helpful to a better use of the book, being all that the author contributes in this direction. Brief biographies and reading lists accompany the stories selected, and following all is a classified list of reference books and short stories. There are in the book twenty-one stories by as many different authors, including Poe, Maupassant, Coppee, Lagerlof, Tolstoi, and Jack London. The numerous types and the various national methods illustrated by the stories make this an admirable collection of models for academic or college study.

History as Literature and Other Essays. By Theodore Roosevelt. Cloth, 310 pages. Price, \$1.50 net, Charles Scribner's Sons, New York.

This most recent collection of essays and lectures from the prolific and versatile pen of our distinguished ex-president is remarkable chiefly as showing the boundless energy, the extensive learning, and the universal interests of this most singular combination of the man of action and the man of erudition. Roosevelt is not only a profound but is an engaging essayist, and, in his own writings, admirably follows the injunctions which he gives in the first essay in this book, "History as Literature," to the effect that history must also be literature, that bony dryness is not the *sine qua non* of scientific accuracy, that we must have, in addition to our "most competent mason and most energetic contractor" in scientific investigation, "the great architect," who shall be able to body forth the facts of precision in the habiliments of beauty and attractiveness. The next essay, the Romanes Lecture of 1910, "Biological Analogies," is itself a profound piece of scientific writing "as literature." In it most suggestive analogies are drawn between phases of the faunal development of the great continents, forces active thereupon and their results, and almost homologous phases of the ethnic history, evolution and retrogression of the human families. In the lecture delivered at the University of

Berlin, "The World Movement," he sketchily but luminously shows the marvelous comparative value of the last four centuries over all past centuries in their contribution to the "constantly accelerating velocity" of world-civilization. In the lecture delivered in the same year at the Sorbonne, "Citizenship in a Republic," he preaches the characteristic credo that in such a government as ours and that of France the quality not of the ruler but of the ruled is all-important, that if the republic is to stand the average man must have "the will and the power to work, to fight at need, and to have plenty of healthy children." Characteristically and strenuously he avows that a free people must ever maintain its "fighting edge." Dante and the Bowery" is an interesting comment on certain differences between phases of medieval and modern society, and in "An Art Exhibition" a virus of delicious sarcasm is injected into the vagaries of the cubists and post-impressionists. The most fascinating, however, of the shorter essays is that on "The Ancient Irish Sagas," in which he tells of the tales of the little known Cuchulain Cycle of the Erse epics, of Queen Mauve in her sun parlor, of the wiles and mighty deeds of Bricriu and of the love-story of the beautiful Deirdre in the cuckoo-haunted groves of her Scottish dwelling-place.

Vocational vs. Cultural Education Discussed by Leaders.

At one of the meetings of the recent session of the State Conference for Social Service, held in Raleigh, a very interesting educational discussion was entered into spontaneously and without premeditation, in which the theories of vocational education and of cultural education locked horns in a good-natured but earnest tussle.

The debate was precipitated by certain remarks of W. C. Crosby, educational secretary of the Farmers' Union, in the course of his paper on the subject of "Making our Schools Train for Productiveness and Efficiency."

Telling of the Elizabethan survivals in some of the mountain dialects, he mentioned that many ordinary weak verbs are used by the mountaineers as Old English strong verbs, instancing the verb "put," which in some western counties frequently has the principal parts "put," "put," "putten." He told of how a mountain schoolboy was asked to correct the following sentence which one of his mates had written on the board: "John had putten the cow in the barn." "Yes," said the boy, "that is wrong; for he has putten 'putten' where he should have putten 'put.'"

Mr. Crosby's accusation against the education of the State was that it "has putten' putten' where it should

have 'putten' 'put,'" in that it has not given enough attention to those things which will be of practical every-day utility in life. He denounced the classical form of education and called for the practical studies that fit for life.

Dr. Lingle and President E. K. Graham arose as champions of the cultural and idealistic features of education. Dr. Lingle told how Roosevelt used to denounce Woodrow Wilson as an "academic." "I believe," said he, "that our colleges are fortresses of idealism, and I think that idealism is necessary."

Dr. Graham declared that Christ was the supreme Idealist, not the supreme Pragmatist. He also declared that although Mr. Crosby in his paper declaimed against the past, his talk was still full of idealism.

Superintendent Joyner struck the heart of the matter when he admitted that the classical trend of education, building up on the very correct idea of the cultural value of the ideal, had gone too far and had finally produced a curriculum which educated almost more away from life than for it; but declared that, now that the time has come for the pendulum to swing the other way in the direction of the vocational training, there is a danger that it will swing too far and get the educational system entirely away from the very valuable features of the cultural education which should be preserved. He said that there is room for the best of both systems of education and that the State Department has been lending its encouragement to both.

The Southern Desk Company of Hickory, N. C., expects to double its capacity this year. We are advised that it has easily sold its entire output every year and it is gratifying to know that, through the advertisements it has carried, North Carolina Education has contributed something to the growth of this enterprising home industry. The manager of the Southern Desk Company, Mr. George F. Ivey, is a graduate of Trinity College and for a year was a teacher at the A. & M. College.

The Johnson County teachers have separated their association into primary, grammar and high school associations, that they may concentrate more effectively on topics and problems relating to other particular and several lines of work.

LOCAL COLOR IN SCHOOL BOOKS.

The first American text-books were made in New England, and they breathe the New England spirit: snow balling, snow men, sleigh riding, skating, sledding, maple syrup,

milk weed, pumpkins, Pilgrim Fathers, Boston Tea Party, Paul Revere Lunker Hill, etc. These are the sort of things that ought to be in books for New England children; but they are foreign to the experiences of Southern children and to the traditions of their home. Yet we have been accepting the New England standard as a matter of course, and so strong has been its domination that, though we teach children in Southern schools to sing the praise of the "Land of the Pilgrims' Pride," there was not in any text-book, until the Howell First Reader was published, the great national song of the South, Dixie.

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The author of the Howell Readers has done for the children of the South what had already been done for the children of other sections, notably of New England. The latter half of the Howell First Reader is a continued story, located on a Southern plantation, telling of two country children and some of their friends: they feed the chickens, hunt for eggs, eat watermelons, ask riddles, play forfeits; the girls jump the rope, have a doll wedding, keep a playhouse; the boys water the horses, drive the cows to pasture, become Indians with pokeberry juice for war paint; while Aunt Hannah, the black mammy, tells them stories and sings them songs; and Uncle Daniel, her husband, lets the boys do his work during the day, and gives a banjo concert every night.

Southern Folk Lore.

With this setting, the author has presented an abundance of Southern folk lore and song never before published (with the music to five of the songs). He has aimed to serve real literature to beginners in reading; and what could be better for them than this common heritage of our own people, racy of our own soil?

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Secondary Schools Have Grown Rapidly.

The summarized report of Prot. N. W. Walker, state inspector of secondary schools, as rendered to the president of the University of North Carolina, relating to the growth of rural schools in the State during 1913, indicates that 30 new buildings for such schools were constructed. The cost of the buildings ranged from \$5,000 to \$30,000. The commentary made by the State inspector of schools is that the problem of rural schools development still hinges on the lack of adequate buildings and equipment.

The report says that there are now in operation in the State 211 of these rural high schools, with an enrollment of 7,946 pupils in the high school grades. The increase of four-year schools in 1913 was from 28 to 59; the number of three-year schools decreased from 82 to 51, and the two year schools jumped from 89 to 101.

Professor Walker asserts that the high schools are placing emphasis on vocational instruction, with the demand for agricultural and domestic science course exhibiting a slow growth. The new farm life school laws, says Professor Walker, makes it easier to have the branches of agriculture and domestic science introduced into many of the high schools.

Prizes to Alamance Children.

Prizes aggregating several hundred dollars in value are to be given to the school children of Alamance county by the Country Life Club of Alamance for material improvement made in school buildings, grounds, and general equipment, and for the lengthening of the term.

Some of the prizes are cash, others manufactured products donated by several of the manufacturing concerns of the county. All work done between September 1, 1913 and April 20, 1914 may be reported by the schools contesting for the prizes. The following is a complete list of the prizes:

First Prize—\$50.00 cash.

Second Prize—\$25.00 cash.

Third Prize—\$15.00 cash.

Fourth Prize—Quartered oak table given by White Furniture Co., of Mebane.

Fifth Prize—Teacher's chair, given by Green & McClure Furniture Co., Graham.

Sixth Prize—Teacher's chair, given by Mebane Chair Factor, Mebane.

Seventh Prize—Wall clock, given by Z. T. Hadley, jeweler, Graham.

Eighth Prize—Water tank, given by Graham Hardware Co., Graham.

Tenth Prize—Clock, given by M. B. Smith Furniture Co., Burlington.

A cash prize of \$10.00 will be given to the negro school making the greatest material improvement.

Director T. E. Brown, of the Boys' Corn club work in this State, says there are well nigh 2,500 boys now enrolled in these clubs for the coming season and that there are several

weeks yet during which the enrollment of new members will continue with increased volume. There were less than 2,500 enrolled during the entire season last year.

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The Spread of the Farm-Life School.

Since the first of February, two more counties, Robeson and Rowan, have appropriated funds for the establishment of farm-life schools under the provisions of the Guilford County Act, as made applicable to any county of the State by the 1913 session of the General Assembly.

After a meeting at Salisbury and a strong address by State Superintendent J. Y. Joyner, the County Commissioners of Rowan agreed to appropriate \$2,500 out of the county treasury to be invested in the Rowan County Farm Life School. The people in that county are enthusiastic about the school and it promises to be a great success.

During the same week in which the matter was agitated in Salisbury, a like movement was going on in Robeson. It was the desire that Superintendent Joyner go to Robeson also and lend his advice and encouragement to the movement but he was unable to attend both meetings. The Robeson County Board of Commissioners appropriated \$1,500 for the same purpose.

Under the law as made applicable to any county so desiring, a farm life school may be established by the appropriation of the necessary amount direct from the county treasury by the county commissioners. This amount could not be appropri-

ated by the county board of education from the school fund until such fund had already raised the minimum term for the county to six months.

This movement for such farm-life schools is spreading rapidly over the State. During the past year, subsequent to the meeting of the legislature, Iredell and Durham made provision for farm-life schools, appropriating respectively \$1,200 and \$2,500 for the purpose. Jackson County is considering the move, and on March 1st, Mr. Joyner went to Jackson to confer with the educational leaders about the matter and to urge its adoption. Harnett County is also considering it.

In Chowan County, a peculiar plan has been followed for the establishment of a farm-life school. The town of Edenton gave to the county for the school the land comprised by the old "Town Commons," public property, and the fund for the maintenance of the school is to be raised by the levy of a special five cent county tax.

Camps for young women for the coming summer, similar to the successful summer training camps and schools for young men that have been held in seven of the western counties of the State, are being planned by the Greater Western North Carolina Association. The manager

of the association is in correspondence with various institutions for women in the South and it is believed that a large attendance will be had if the camps are established.

\$153 Net Increase in Salary

Last summer a prominent Georgia Superintendent came to our office and selected two teachers and instructed us to offer them positions. One received \$153 net increase in salary and the other received \$97 net increase. Both accepted, although they did not know of the openings until after they were elected. All of this happened because the teachers were qualified and because the Superintendent had confidence in the Bureau which recommended them. Such things do not happen daily, but with this Bureau they occur often enough not to be accidents. We desire to extend our services during the spring months to a few A-1 teachers who will co-operate with us to mutual advantage. Terms outlined on request.

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Goods of N. C. Canning Girls Win Praise in New York.

In a recent issue of the New York Tribune, appeared an interesting story of the exhibit of the Girls' Canning Clubs of North Carolina as a part of the exhibit of the Housewives' League at the Grand Central Palace. The exhibit was in charge of Mrs. Jane S. McKimmon, and the work of the little tar-heel "farmerettes" won high praise. Here is how the facetious New York reporter writes the story:

"Right smart of canned stuff they've got up at Grand Central Palace. Juicy tomatoes, luscious blackberries, plums, pears, beans, all kinds of berries, fruit and vegetables, all put up in shining glass by the farmerettes of the Girl's Canning clubs of North Carolina and sent here to show those who go to the Housewives' League exhibit what good little Southern girls are made of.

"Yes, there's a Housewives' League exhibit at Grand Central Palace. Some people haven't realized it yet, because the Woman's Industrial Exhibit also is there. They are running simultaneously, and everything in the food line is under the auspices of the league. And for youth and excellence the North Carolina girls take the prize.

"These canning clubs, as some persons know, and some don't, belong to the United States Department of Agriculture, and the Government has put Mrs. Jane S. McKimmon in charge in North Carolina. She sits in the booth at the Housewives' League show and tells callers how the farmerettes down there are learning, through this new work, to love the country and not learn to migrate to a city as soon as they grow up.

"There was one girl of 15 in Jamestown who wanted to go to high school," she said yesterday between taking orders from visitors. "She put up 400 cans of tomatoes from surplus product on her father's farm. She took one to the grocer in the little town, and when he saw how good they were he took them all, at 10 cents a can. That totalled \$40 and is sending her to school this winter.

"Thirty counties are organized now in North Carolina, and each county has from three to six clubs. The counties are helping us now, because we have helped them by keeping business in the State that formerly went to outside canning factories. We have teachers who go

By a vote of 57 to 12, Holly Springs, Wake County, voted, Wednesday, February 17, to issue \$10,000 in bonds for the improvement of the graded schools and the establishment of a farm life school. A new dormitory will be built and it is hoped that it will be ready for the fall opening.

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"The Consumers' League managed the tango and tea at the exhibit yesterday, and Mrs. Frederick Nathan, the president, was plunged in woe because the tea was so successful. So many people came that there weren't tables enough and she had the exasperation of seeing some go away because there was no place for them to sit down. Among the guests were most of the feminine part of Father Knickerbocker's Cabinet, including Mrs. Marks, Mrs. McAneny and Mrs. Whitman. Dr. Katherine Bement Davis, Commissioner of Charities, was there, so were Miss Lillian Wald, Miss Maude Minor, Miss Belle De Costa Greene, Mrs. Ripley Hitchcock and Miss Rachel Crothers."

National Educational Meeting at Richmond.

Many North Carolinians left for Richmond last week to attend the meeting of the Department of Superintendence of the National Educational Association, which held sessions from Monday to Saturday, February 23-28.

This Meeting of the Department of Superintendence is frequently said to be the best meeting of the N. E. A. It draws from all ranks of educational workers from rural high school principals up through the hierarchy to State superintendents and presidents of colleges and universities.

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meeting will again meet in a place so accessible to North Carolina as Richmond, and many of the educators of this State are taking advantage of the opportunity who otherwise might not attend the meeting.

Besides the general sessions of the Department of Superintendence proper, which were held throughout the week, there were meetings of the National Council of Education of which Robert J Aley, President of the University of Maine, is president, and J. Y. Joyner, State Superintendent of North Carolina, is Vice-President.

Other sessions were held by the Department of Normal Schools, the National Society for the Study of Education, the Society of College Teachers of Education, the National Committee on Agricultural Education, the Educational Press Association of America, the National Council of Teachers of English, the Conference of the State Superintendents of Education, the Conference of Teachers of Education in State Universities, the American School Peace League, the Conference of Teachers in City Training Schools, the International Kindergarten Union, the National Congress of Mothers and Parent-Teacher Associations, the School Garden Association of America, and the American Association of Collegiate Registrars.

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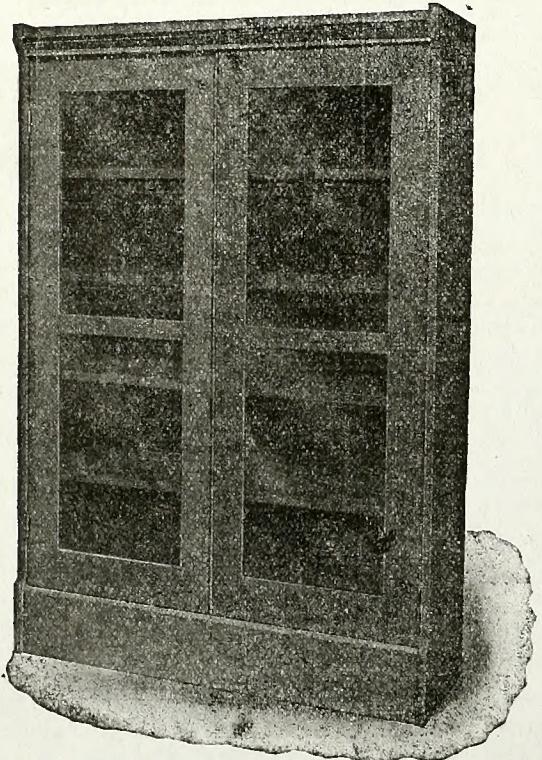
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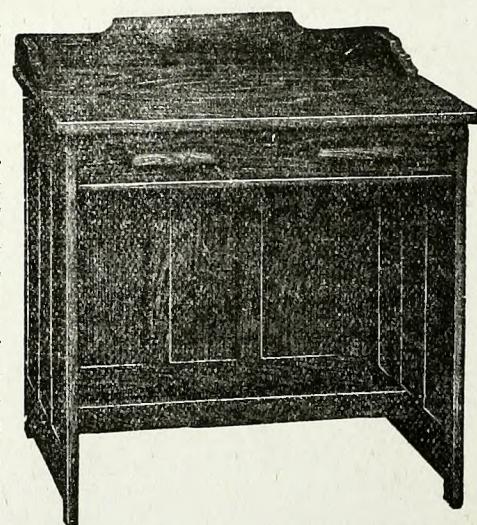


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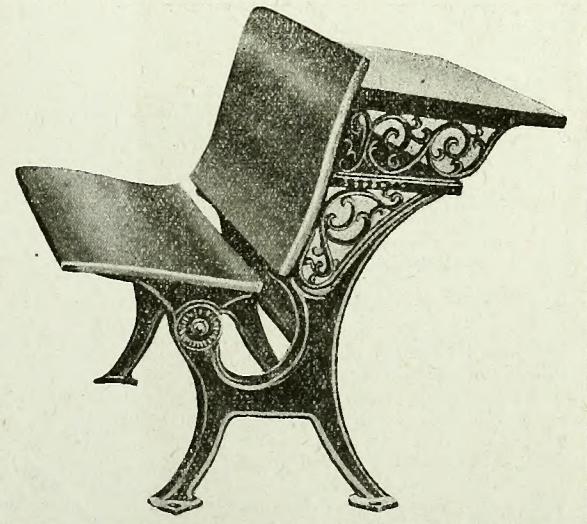
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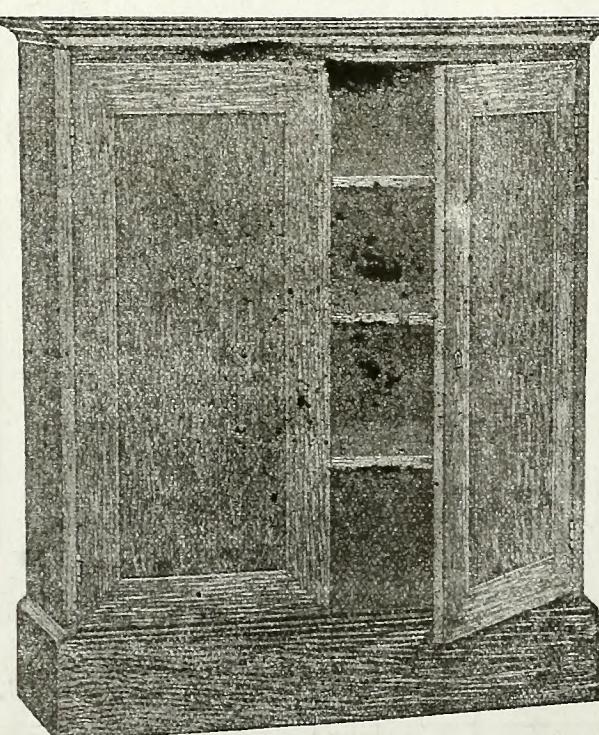
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NORTH CAROLINA EDUCATION

A Monthly Journal of Education, Rural
Progress, and Civic Betterment

Vol. VIII. No. 8.

RALEIGH, N. C., APRIL, 1914.

Price: \$1 a Year.

April Rain

*It is not raining rain to me,
It's raining daffodils,
In every dimpled drop I see—
Wild flowers on the hills.*

*The clouds of gray engulf the day
And overwhelm the town;
It is not raining rain to me,
It's raining roses down.*

*It is not raining rain to me,
But fields of clover bloom,
Where any buccaneering bee
Can find a bed and room.*

*A health unto the happy,
A fig for him who frets!
It is not raining rain to me,
It's raining violets!*

—Robert Loveman, Dalton, Ga.

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TREE AND GARDEN PLANTING

"God Almighty first planted a garden," said Bacon. "And, indeed, it is the purest of human pleasures; it is the greatest refreshment to the spirit of man, without which buildings and palaces are but gross handiworks." And, truly, there is something distinctly noble in the planting of trees and gardens. In so doing man comes closer to nature, closer to God, than in any other manual occupation. He is thrilled with the sense of helping nature weave vestment for Mother Earth.

As spring comes and the seeds of nature begin to germinate with bursting life, folk who are fortunate in the possession of a plot of ground turn by instinct to planting. April is a favorite month for garden days, arbor exercises and tree plantings; and the country schools can do no more worthy work than, by such observances, to instill in the rural youth a love for trees and gardens and a knowledge and appreciation of their contribution both to the purse and to the soul of man.

The Country Home Garden.

Every country home should have a tenderly husbanded flower garden including some of the blossoming fruits. And, by a judicious discrimination in planting, a garden can be so ordered that every month of spring, summer, and autumn may have its particular blossoms or fruits, while bleak winter may have its verdant adornment of ivy, holly, and other evergreens.

With early spring comes crocuses, anemones, and the hyacinth. Then violets, daisies, and the blossoms of the peach. In April and May will come the double white violet, lilies of different kinds, tulips, and the blossoms of the cherry, plum, and lilac trees. Roses and honeysuckle follow, and apple trees in bloom. The first of the fruits are early peaches, pears, and plums, followed by the apricots, damsons, berries, early apples, and melons of August. September brings a cornucopia of apples, varieties of grapes, late peaches, and other fruits, while October and November bring hollyhocks and late roses and many others of the last flowers of the year. Thus from an infinite variety such choice can be made as that the garden shall show forth perpetual spring and the air shall, for eight or nine months of the year, be filled with the odor of fragrant blooms or the aroma of ripening fruit.

Both Esthetic and Valuable.

Flower gardens are usually planted through esthetic impulse. Flowers make the most natural and intimate response to that appealing love of beauty that lies deep, sometimes buried, in every human heart. Tree planting for beauty's sake is also a large part of domestic horticulture, and the cultural life of a community can, to a degree, be measured by the extent to which and the taste with which its yards are adorned by flowers and trees. But tree and garden planting has an economic meaning, too, and the fruits and flowers of the home garden may become a valuable source of revenue.

Tree Planting for Profit.

The arbor day movement has come to be much larger than an appeal to the sense of beauty. It is a part of the great national propaganda for forest conservation and reforestation which has been carried on by the United States Department of Agri-

culture and the Bureau of Forestry. The observance of arbor day should serve as an educational object lesson in the value of trees and forests.

The value of extensive tree planting has been little recognized in the South. We have been too busy stripping down the forests primeval. But the virgin growth is dwindling and the value of lumber is mounting higher every year. Farmers must some day come to realize that the planting of forests, while slow of money return, is a certain source of large ultimate revenue and is beneficial in many other ways. Many areas on every farm which seem unfit for any crop can be planted in trees with large advantage and profit. After the first two or three years they need little attention other than protection from fires, and they in turn serve as a protection to crops and buildings from wind storms, and they materially increase the value of the land on which they are planted. Where quick-growth trees can be grown it does not take so many years to realize a revenue from the crop. The Department of Agriculture at Washington will gladly send on request full information as to the most profitable kinds of trees for North Carolina and the best varieties for different conditions and needs.

How to Plant the Trees.

The greatest work in encouraging tree planting is the education of the rising generation in its value and necessity. But arbor days and tree planting exercises are the most barren sentimental hypocrisies if the trees so enthusiastically planted later fail to live because they were not planted right. So it is well to consider a few practical suggestions as to the technic of planting. More detailed directions and suggestions may be secured by writing to State Horticulturist W. N. Hutt, at Raleigh.

Trees are very sensitive organisms and must be handled with the utmost consideration and care. The roots are particularly delicate and cannot live out of their natural environment. They are provided with delicate organs called root-hairs, fine, hair-like, almost microscopic, which take up into their cells the food substance from the soil on which the life of the tree depends. Unless these root-hairs are constantly in contact with moist soil, they quickly dry out, lose vitality, and die, so they must be carefully guarded from exposure. Trees should never lie out while the holes are being dug and preparations being made. While waiting for planting they should be heeled-in with moist earth and not removed until the moment for planting. If none of the root-hairs is injured, not a leaf should fall from the tree. Trees secured from a reputable nurseryman will have their roots carefully packed, and any damage they receive usually is the result of unskillful handling by the planter.

If a tree is to grow it must be made as comfortable as possible in its new home. If the land is wet it should be drained, for trees will not flourish with wet feet. It is well to provide the land with humus by ploughing under a crop of clover or cowpeas the previous year. If planted in poor soil, the roots should have good soil placed around them to give them a good start. Before planting, all roots larger than a lead pencil should be pruned back, leaving a clean surface slanting so the surface will be down-

(Continued on page 4.)

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GREAT MEETING OF SUPERINTENDENTS AT RICHMOND

By S. S. Alderman.

The meeting of the Department of Superintendence of the National Education Association in Richmond, February 23-28, was the most largely attended and one of the most successful in the history of that organization. Nearly 3,000 delegates from every state in the union were in attendance. Over fifteen allied organizations held meetings. So various and manifold were the activities and meetings that one person could attend only a small part of the particular variety of meetings in which he was especially interested and any review of the convention must be content to touch upon the highlights apparent to the observation of a bird's eye.

It is generally conceded that the Department of Superintendence is the best meeting of the N. E. A. and it upheld its reputation at Richmond. The meeting of the Department itself was, of course, the chief attraction, but the meetings of all the other allied organizations were largely patronized. Almost every phase of educational endeavor was represented and received helpful and constructive discussion.

North Carolina Prominent.

North Carolina was largely represented in the convention, about forty or fifty superintendents, teachers of education, and other educational workers being in attendance. Dr. J. Y. Joyner and others from this State are high in the councils of the Department and of the national association, many of the Tar-Heels delivered important papers before the associations, and, on Thursday evening, forty of the Carolinians gathered about the banquet board in the dining room of Rueger's and held a season of good fellowship, of jovial feasting and flow of the soul.

Dr. Joyner, who is vice-president of the National Council of Education, took part in a discussion on its program as to supervision and care of personal health of pupils in rural schools, as did Dr. W. S. Rankin, Secretary of the State Board of Health. Dr. Joyner was also an honored guest at a "Virginia Dinner" given at the Westmoreland Club by State Superintendent and Mrs. R. C. Stearnes to the visiting state superintendents, where he responded in behalf of the "Other States" to the toast, "Virginia" with which Lieutenant-Governor Ellyson welcomed the visitors.

Supt. Edwin D. Pusey, of Goldsboro, led one of the round-table discussions Thursday afternoon, reading a paper on "Testing Grade Teachers for Efficiency." Mr. E. E. Balecomb, of the State Normal College, who is secretary of the National Committee on Agricultural Education, participated in the discussions of that committee, and Prof. W. C. A. Hammel, Director of Manual Arts at the State Normal, read a paper on "The Teacher as a Factor in the Rural Community," which attracted considerable comment.

Before this same committee, on Thursday morning, a special report was made for a committee from

the North Carolina High School Association, on Vocational subjects in high schools, by State High School Inspector N. W. Walker, and papers were read by North Carolinians as follows: "Finance and Legislation," by Clarence Poe, editor of the Progressive Farmer; "College Relations," by C. S. Newman, A. & M. College; "Courses of Study," by L. A. Williams, University of North Carolina; and "Teachers," by E. E. Balecomb, State Normal College.

Mrs. Ella Flagg Young.

The presence of Mrs. Ella Flagg Young, the deposed and re-instated suffragist superintendent of the Chicago Public Schools, attracted more attention than that of any other one person at the convention, and she was a center of continual interest. While the convention was in session came the newspaper story of the judicial decision by Superior Court Judge Foell, which declared entitled to their seats the four members of the Chicago school board who were practically forced to resign by Mayor Harrison because they had voted to elect John D. Shoop in the place of Mrs. Young. This news made it look as if Mrs. Young's re-election were invalid, but she refused to see newspaper men and would make no statement as to the decision.

The Sex Hygiene Question.

Mrs. Ella Flagg Young again occupied the spotlight when she made her fight for the resolution favoring the teaching of sex hygiene to classes in the schools by specialists. The resolution as presented by the committee favored instruction in the subject to individuals but not to classes. Mrs. Young took issue at once, spoke effectively for the teaching of sex hygiene to classes, was strongly seconded by Superintendent Pearce, of Milwaukee, and won her point. It will be remembered that it was because of her unyielding stand in favor of the teaching of the much-mooted subject of sex hygiene that Mrs. Young was deposed by the Chicago school board. The subject was not allowed to drop in the convention, however, until a resolution had been passed, which declared that the home is the ideal place for imparting this very proper instruction, and that the schools should only aid in this work if specially qualified teachers can be secured.

Business Meeting.

Several interesting resolutions were passed at the business meeting of the Department. One recommended that every rural school should provide a home, including a small farm, for the teacher. The work of P. P. Claxton as United States Commissioner of Education was endorsed and commended. A former resolution favoring the carrying out of George Washington's dream of the establishment of a national university was reaffirmed. And the Department went on record as deeming it a matter of

pride that Woodrow Wilson should have proved himself "both a schoolmaster and a statesman."

The following officers were elected at this meeting: President, Henry Snyder, superintendent of Jersey City, N. J.; First Vice-President, P. W. Horn, superintendent of Houston, Texas; Second Vice-President, E. C. Warriner, superintendent of Saginaw, Mich.; Secretary, Mrs. Ellor Carlisle Ripley, assistant superintendent of Boston, Mass. The Cincinnati delegation won the hot fight for the location of the convention for next year, and it will meet in that city.

Addresses by Famous Women.

Probably the most interesting address in the whole convention was that by Mrs. Cora Wilson Stewart, superintendent of Rowan County, Ky., in which she told simply but beautifully of her wonderful work in relieving adult illiteracy in some of the most illiterate mountain communities by means of her "moonlight schools," which have not only won great fame for her but have given the campaign against illiteracy all over the United States a new point of attack, a new direction, and a new stimulus. After she had told of enrolling in her first moonlight school 1,200 "children" from the age of eighteen to eighty-six, and of how these schools are revolutionizing the whole life of the county, the hearts of the great audience were so touched that she was applauded until forced to come forward and bow acknowledgment.

Scarcely less inspiring was the address of Miss Susie V. Powell, State agent of Girls' Clubs, Jackson, Miss., in which she told touching stories of the little Mississippi girls and their club work, and of the tremendous effect which this activity is having on rural life. Mrs. Josephine C. Preston, State Superintendent of Washington, told of her "hopeful experiments" for the betterment of rural education. She has outlined a plan of rural education by asking each county superintendent to make a supervisory grouping of his districts around the natural community centres, and to begin a series of community meetings of a social and educational nature. The principal of the central school then becomes the supervisory principal of the schools of that supervisory unit. The plan contemplates for each center an annual lecture, spelling bee, stock judging contest, and boys' and girls' agricultural and industrial fair. These are then extended to state-wide contests. Comfortable cottages for the teachers of the rural schools are being built now all over the entire state.

Greeted With Freezing Weather.

One of the educators from the far north growled that the convention came South for the winter, and "that it certainly was getting it." The northerners were sadly disappointed in the "Sunny South," for the capital city of the Old Dominion greeted them with a blizzard of snow and an arctic chill. On the first night of the general sessions in the City Auditorium it was so cold that the great crowd sat shivering in their overcoats and many were compelled to leave, though it was a tribute to the speaker that the great part of his audience sat through the frozen hours of the evening's exercises.

It was truly a masterful address which was delivered, following several speeches of welcome and acceptance, by Dr. E. T. Devine, director of the New York school of Philanthropy, on the subject of "Education and Social Economy." His thesis was that education is the remedy for social and industrial ills.

The persistent problems of social economy, he said, poverty, disease, and crime, cannot be solved by relief, medicine and jails. These are but surface palliatives, obsolete, undemocratic and wasteful. He found the causes for these pathological conditions in society to be "the exploitation of the exploitable," the underpay of those who can be underpaid; the overwork of those who do not know how to secure leisure; and the cultivation for commercial profit of vicious habits. He argued that the school must, through education of these exploitable and underpayable, render such conditions impossible. If education can increase the boy's earning capacity by 50 per cent, he will be made relatively independent of his employer. Such should be the aim of education.

Visitors Entertained.

The delegates to the convention were given a royal reception by the city and people of Richmond. Reception committees secured the services of numbers of automobiles and many a stranger was picked up from the snow of the streets and carried to his destination by a friendly six-cylinder. Information bureaus were maintained in the hotels. The ladies were given seats to the performance of "The Little Minister." On the second night of the general sessions a rare treat was provided for the northern and western delegates who had never heard genuine negro singing, when a chorus of thirty negroes from the Whitlock Tobacco Factory, lead by the remnants of the famous Polk Miller quartet, sang old plantation melodies, corn-shucking tunes, and the plaintive minor airs of harvest-time, while the 2,500 educators went almost wild with delight, yelled and shrieked and stamped their feet like children.

The entertainment features were consummated by a free trip given by the city of Richmond down to Hampton, a tour of inspection over Hampton Institute, and dinner on the grounds. Besides this, many other trips were enjoyed by small parties to the University of Virginia and other places of educational or historic interest.

TREE AND GARDEN PLANTING.

(Continued from page 2.)

ward; from this new roots will spring. Then the tops should be cut back in the same proportion, so as to maintain balance between roots and tops.

The most important part of the whole operation is that of filling the holes. Moist earth should be packed by hand closely around the roots, so as to leave no air spaces. When the tree is in place, spread out the roots, throw over them a shovelful of the best dirt, and work it into the crevices with the fingers. Then fill the hole about a third full and tramp the earth down with the biggest feet and the heaviest man obtainable. Then fill the hole, leaving the surface loose, so as to be able to absorb moisture. A mulch of manure should be added to the surface to help retain moisture, but manure should not be allowed to come in direct contact with the roots. A good practice before planting, especially if the roots have been exposed to the air, is to puddle them in a thin batter of clay and water. If the trees are badly dried by shipping, they should be buried for two or three days, top and all, in moist earth. Attention to these simple instructions will prevent the death of many a tree.

REPUBLIC OF CHINA MAKING A STUDY OF AMERICAN SCHOOLS

By S. S. Alderman.

Dr. Ping Wen Kuo, Tsuyi Yu, and Yong Chen, the members of the Chinese Educational Commission to Europe and America, spent four days, March 16-19, in this State inspecting some of the important institutions of public education of North Carolina, stopping in only three places, Greenville, Raleigh and Greensboro.

These three places were suggested to the gentlemen of the commission by Dr. P. P. Claxton, United States Commissioner of Education, who helped them map out their itinerary of inspection in the United States. In Greenville, they visited the Eastern Carolina Teacher Training School; in Raleigh, the Agricultural and Mechanical College, the State School for the Blind, and other places of interest; and in Greensboro, the State Normal College, the A. & M. for the colored, and the Guilford County Farm-Life Schools.

This commission is sent out by the republic of China to investigate especially four lines of educational work: elementary schools, secondary schools, industrial work, and normal and teacher training work. They are not particularly interested in higher education except where it shows the industrial or normal features. They will cover most of the states of the United States as far west as the Mississippi, will spend several months in Canada, and the rest of the year in the principal countries of Europe, inspecting these four special phases of education.

All the gentlemen of the commission are highly generation which is rebuilding the civilization of the educated young Chinamen of the type of the younger Land of Dragon through the influence of western ideas and ideals, and which has broken down the oldest empire of antiquity and built up a republic out of its remains.

Dr. Kuo is a graduate of Worcester College and last year received the degree of Ph.D. from Columbia University where he was a student of education in the Teachers' College for three years. Mr. Chen has been in this country for several years as a student. Mr. Yu has been in the United States for only a few months, having received his education and his good knowledge of the English language in China.

Exponents of Republican Ideal.

The members of this commission are examples of the effect of ideas of democracy on the young men of China. They not only adopt western dress and speak English, French and German fluently, but they are embued with the American viewpoint to a remarkable extent. When one of the members of the Department of Education apologized to Dr. Kuo for calling him "Mr.", after learning that he held his Ph.D., Kuo laughed and declared, "Mr. is the best title in the world."

Dr. Kuo talked interestingly of the republic of China, which he said will undoubtedly endure. Yuan Shai Kai, the president of the republic, he characterized as a very strong and capable man, who will be able, he believes, in spite of recurrent revolutions against him, to establish the republic on an enduring foundation.

Education Under the Republic.

He told of the reorganization of the entire educational system of China following the recent revolu-

tion which overthrew the Manchu dynasty and founded the republic. Formerly the system had been entirely monarchical in intention. Now the republican ideal is predominant and the system of public education under the republic has adopted many features from the system of public instruction in the United States.

As soon as the democratic ideal was introduced, it began to be realized, just as it is being realized in America, that education must be an adaptation to environment, must be such a training of the character of the masses of the people as will fit them for citizenship in a democracy, and that a large part of it must be technical, in order that students may be not only intelligent and moral, but skilled so as to be able to contribute toward the various lines of national advancement and development.

And so, the technical side of Chinese Education is now receiving the greatest attention. General education is supported by local tax, but the funds for technical education are furnished by the central government. Attention to this phase of education necessitates attention to teacher-training and large sums are being spent on this work. In addition to the University at Peking and the three others contemplated at Nanking, Wu-Chang, and Canton, six higher normal schools are being established for men and two for women, for the training of teachers. It is with especial reference to the securing of the best ideas in technical and industrial education and in the normal teacher-training work, that this commission has been sent to Europe and America.

Lessons from the South.

Dr. Kuo declared that the South has probably more lessons for China just now than any other part of the country, in the line of elementary and secondary education. He said that the city schools of China are very good, some of them having reached a high degree of development, but that the rural schools are very poor. In-as-much as the rural school problem is most pressing in the South just now, and since the South is still in the first steps in the evolution of a system of efficient schools for the rural populace, it offers vital and valuable lessons to a country like China which must go through much the same struggles. He said that he wanted to see the bad as well as the good, for China can benefit by our failures as well as by our successes.

The members of the commission consider education in the United States particularly instructive to them because here, as in China, such wide diversity of conditions is found in the various parts of the country. Both countries have enormous territories which offer an untold variety of conditions, and both have a complicated system of federal and provincial government, which necessitates a complicated system of public instruction.

While in Raleigh the commissioners were shown in detail over the Agricultural and Mechanical College, in the work of which they evinced high interest. They expressed a great admiration for the technical work of the school and were particularly struck by the work in agriculture. They were shown all the equipment, the textile, engineering, chemical, and agricultural laboratories.

ARE CITY CHILDREN HEALTHIER THAN COUNTRY CHILDREN?

It may be true, as a hypothesis, that the country is a healthier place than the city. But the way people live in the country as contrasted with the way they live in the cities is not a hypothesis but is a definite fact upon which to base a conclusion. The National Council of Education has been at work securing this information. Working in co-operation with the American Medical Association, the National Council has made a special study of 1,831 rural districts of Pennsylvania. The health of the children there was contrasted with the health of the school children in Harrisburg, Pittsburgh and Altoona. In commenting on the results of this and other similar investigations, or surveys, Dr. Thomas D. Wood, of Columbia University, under whose direction the survey was made, says:

"We found that the total percentage of defective children in Altoona was 69, in Pittsburgh 72.2. By defective I mean defective in the larger sense, which includes any physical or mental defect."

Country Child Unhealthier.

"Contrasted with this percentage of defective children for the cities where the number would be even greater than in, say Philadelphia, the percentage of defective children in the rural districts aggregated 75.

"That means three-fourths of the 294,427 country children in Pennsylvania need medical treatment. Compare this with New York, where the conditions of living are perhaps more menacing to the life of the child than any other centre in the country. Of New York's 287,469 children 72 per cent are in need of medical attention. Yet the slightly greater number of Pennsylvania's country youngsters are 75 per cent defective.

"Investigation of specific defects, as well as of general defectiveness, brought out the same general conclusion: the country child is not as healthy as the city child. A comparison was made between the school children of Orange County, Virginia, and the children of New York City. Take the figures for tuberculosis. One would fancy that here, at least, the country child, with all the advantages of fresh air, would suffer less from the great plague of our country. But the number of city children with lung trouble make up only a fraction of 1 per cent, while 3.7 per cent of the total number of country children had an affection of the lungs.

"Another defective condition which is supposed to be one of the most prevalent and most insidious among our city school children is that of malnutrition. Poverty and ignorance have tended to make this condition a serious one; we realize its gravity when we hear that in this city the percentage of children suffering from poorly nourished bodies is 23.3 per cent. But should we not be still more amazed and alarmed to know that 31.2 per cent of the country school children are listed under malnutrition?

"Another charge laid against the big cities is that they produce mental defectives. Statistics from twenty-five cities were studied for this point and statistics drawn from the 1,831 rural districts in Pennsylvania; Rural Township, Massachusetts; Cape May County and Cumberland County, New Jersey; Bannock County, Idaho; and Orange County, Virginia.

"This investigation showed a proportion of men-

tal defectives in rural districts of 8 per cent, while that for the cities was but 2 per cent.

"Using this same data for study, we found that heart trouble was more than twice as prevalent among country as among city school children. The percentage of curvature of the spine for city children was but .13, while that for the children in the rural districts amounted to 3.5.

"Ear trouble was found to be prevalent among city children to the extent of but 1 per cent. Among country children, however, it was nearly 5 per cent. City children suffering from some defect of the eyes numbered only 5.1 per cent, while those in the rural districts reach the enormous total of 21.08 per cent. In Bannock County, Idaho, this percentage for country school children amounted to very nearly 30.

"Adenoids in city children amount to but 8.5 per cent, but in the country the percentage is 21.5. The figures for enlarged tonsils are 8.8 per cent for the children in the twenty-five cities, as contrasted with 30 per cent for country children; in Idaho alone the percentage for the rural children is 43.9.

"These findings are merely a sample. They do not represent the entire country, but inasmuch as representative districts have been selected and those in neighboring or similar regions contrasted, I think that they furnish ground for the general conclusion—that the country child is more unhealthy than the city child, and consequently needs more care from the State.

Causes for These Conditions.

"And why this condition of affairs? Consider first the general conditions which tend to counteract the effect of open air, of surroundings which it would seem should make for vigorous constitutions.

"Take food and the problem of malnutrition. Even when contrasted with our very poorest city districts, with the slums, where the pinch of poverty is sharpest, country-cooked food is not so good as the food that is prepared in the city. The available variety is much smaller in the country, and ignorance of food values is much more prevalent than is supposed. This accounts in a large measure for the amazing amount of malnutrition which is undermining the constitutions of our country school children.

"Consider defects of the ears, eyes, and teeth. These are not so easily corrected in the country as in the city, though we have come to realize what havoc these defects can play with a child's standing in school. That realization has led us to the institution of free clinics and of medical inspection in our city schools. In the large centres competent doctors are available, medical and dental clinics are free.

"There are school nurses and well-informed school teachers to educate parents up to the necessity of using these clinics and of following out the school physician's recommendations, of observing the simple rules of hygiene as preventives.

"People in the country, on the other hand, are little inclined to seek aid from physicians or dentists or oculists, simply because they have not been educated to do so except in extreme cases.

"They consider the country houses, draughty and overheated. Tuberculosis is not so well understood and the chances for house infection are much greater.

(Continued on page 7.)

STAR FRIENDS III.--THE PLEIADES

By T. Wingate Andrews.

"Canst thou bind the sweet influences of Pleiades, or loose the bands of Orion?"

The daintiest and loveliest constellation in the sky is the little group of stars called the Pleiades. Every one should know this group. The Pleiades can be seen every clear night all during the winter months, but they disappear when spring begins. When we see them in the east we know that frost and snow are in sight. When they drop out of sight in the west we know that the birds will soon begin to build their nests.

They come up in the east in November early after dark. They rise about two hours earlier each month. In February they are standing high overhead. In March they are sailing down the western sky. In April they slip quietly below the horizon, like a fairy ship, and can be seen no more in the evening sky until November.

When they first appear they look like a little patch of misty light covered with a veil. As they climb higher and higher, one can count six tiny bright stars. It is easy to think then of them as a little star balloon. In November and December the balloon rises upright, as it should do, in the east. But when it starts down in the west in March, it is turned upside down!

The Pleiades are familiarly known as the Seven Stars. Most people can see only six. Sharp eyes can count seven, and even eight or nine. They have been called a swarm of fireflies, a cluster of diamonds, the Hen and Chickens, the Girl and Her Chickens, the Seven Sisters, and the Flock of Pigeons. For thousands of years people have looked up at them and loved their beautiful, shimmering, twinkling light. They are fine stars to look at when we say:

"Twinkle, twinkle, little star,
How I wonder what you are!"

We may never know much about the Pleiades. They are very, very far away. We must not think that they are small because they look small to us. They are much larger than our sun. If people live up there they cannot see our world. They cannot even see our big, bright sun. It is too small to be seen that far. But if they could see it they would look at it and say:

"Twinkle, twinkle, little star,
How I wonder what you are!"

Legend of the Seven Sisters.

Long, long ago, when the world was young, seven beautiful sisters lived upon the earth. They were the daughters of Atlas. Atlas was the god who held the world upon his shoulders. One day when the sisters were out in the forest, a hunter came up with them. The hunter was a strong young man. His name was Orion.

Orion was charmed by their beauty. He ran toward them and tried to speak to them. But they were frightened at him and fled. As they ran Orion ran after them and was about to overtake them. They prayed to the gods to help them and were changed into a flock of pigeons. They sailed away up into the sky so high that they were changed into seven bright stars.

But they still loved the earth. Most of all they

loved the beautiful city of Troy. When Troy was destroyed they wept. They wasted with grief until they became very small, and some say that one of them would never look upon the earth again. Maybe that is why we can rarely see more than six stars when we look at the Pleiades.

ON THE BIRTH OF A CHILD.

By Louis Untermeyer.

Lo, to the battleground of life,

Child, you have come, like a conquering shout,
Out of a struggling into strife,
Out of the darkness into doubt.

Girt with the fragile armor of youth,

Child, you must ride into endless wars
With the sword of protest, the buckler of truth
And a banner of love to sweep the stars!

About you the world's despair will surge,

Into defeat you must plunge and grope,
Be to the faltering an urge;
Be to the hopeless years a hope!

Be to the darkened world a flame,

Be to its unconcern a blow,
For out of its pain and tumult you came.
And into its tumult and pain you go.

—From the Independent.

ARE CITY CHILDREN HEALTHIER THAN COUNTRY CHILDREN.

(Continued from page 6.)

er. Children in the country are much more exposed to unfavorable conditions in every way than are city children. They often must walk long distances in extreme heat, cold, or wet; they sit in school with damp clothing and wet feet; they have only a cold basket luncheon. They almost invariably wear too much clothing indoors in cold weather, and are consequently chilled when they go out.

"These are the general conditions which make for lowered vitality, for colds, for respiratory disorders, and finally for tuberculosis. These are the conditions under which the country child is being allowed to build up his education, although we realized some twenty years ago that we could not do the same with our city children and expect mental growth."

HE KNEW BETTER.

The scientific information which modern children pick up in school is sometimes disturbing to their elders.

So it was with two youngsters who were enjoying a visit to their grandmother and were watching with interest the preparation of dinner in the old-fashioned kitchen.

"What's in that pot, Grandma?" asked Hazel, pointing to an iron kettle on the old range.

"Water," said the grandmother. "Just water and the sound it makes when boiling is a bad fairy —"

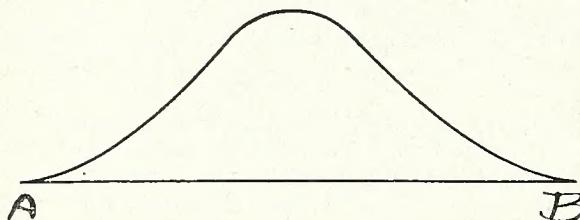
"No, 'tain't," interrupted Tommy, "that's the microbes erying."

THE RELATIVE SYSTEM OF GRADING

By Joseph E. Avent, Professor of Education, State Normal and Industrial School, East Radford, Va.

Mr. Editor: I herein present an explanation of the relative system of grading students in the different subjects.

The system is based upon supposed resemblance to, or correlation with, the phenomena of physical traits recorded for a large number of people. For example, it has been found that if a thousand boys of the same age be measured for, say, weight, there will be a very few extremely light ones, very few very heavy ones and a great many average ones, or those grouping themselves about a certain central tendency. In the measurement of physical traits of a large number of persons the amounts of such traits distribute themselves, approximately, according to the accompanying curve of distribution, (or probability curve), in which distance along the line A B



from A to B represents the amount of the trait measured, the point A representing the lowest amount of the trait measured and B the largest amount of the trait measured (as weight, height, etc.,) possessed by any one of the persons measured, and the height above the line A B representing the number of persons possessing that amount of the trait measured.

It is held by Pearson, Galton, F. S. A. Hall, Meyer and Dearbon that mental traits also distribute themselves according to the normal probability curve occurring for physical traits, or that there is a close relationship between the distribution of mental and physical traits for numbers of persons and amounts of the trait measured. It is held by Thorndike and Cattell that the distribution of mental traits will certainly closely approach the normal probability curve.

If the assumption of the psychologists and educators just mentioned be true, it certainly affords a reliable basis for the assignment of grades to students for work done in the different subjects.

I make the point that in the ordinary method of grading students grave injustice is likely to arise from two errors made: (a) the error, on the part of the grader, honest, to be sure, incurred in taking the work done at an examination as sole or chief evidence of a student's efficiency in a subject; (b) the error in the appreciation of the work done at an examination. As example of the occurrence of these errors, especially of the latter I give the following:

1. Dr. Earhart had twenty sixth grade geography papers graded by eleven competent persons and the amount of variation discovered and analyzed in great detail. The grades given these twenty papers by the eleven examiners, on a percentage basis, were as follows:

On paper	number	1	varied	from 37 to	77
On paper	number	2	varied	from 10 to	60
On paper	number	3	varied	from 13 to	55
On paper	number	4	varied	from 15 to	90
On paper	number	5	varied	from 10 to	60

On paper	number	6	varied	from 25 to	85
On paper	number	7	varied	from 20 to	65
On paper	number	8	varied	from 38 to	85
On paper	number	9	varied	from 10 to	72
On paper	number	10	varied	from 15 to	65
On paper	number	11	varied	from 35 to	100
On paper	number	12	varied	from 42 to	65
On paper	number	13	varied	from 0 to	59
On paper	number	14	varied	from 40 to	77
On paper	number	15	varied	from 25 to	90
On paper	number	16	varied	from 12 to	60
On paper	number	17	varied	from 39 to	100
On paper	number	18	varied	from 48 to	90
On paper	number	19	varied	from 15 to	70
On paper	number	20	varied	from 35 to	90

2. Another example: In grading a piece of Latin prose, 28 highly competent persons gave these grades to the paper: 45, 59, 67, 67.5, 70, 72.5, 75, 75, 75, 75, 77, 80, 80, 80, 80, 82, 82, 85, 85, 87.5, 88, 90, 100, 100.

3. All of us have observed some teachers who passed everybody, most with grades running up into the 90's, while others were not satisfied unless more than half of the class "failed."

4. Other persons have obtained similar reliable results.

5. Some have found that the same persons grading at different times of the day give different values to the same paper.

These illustrations show

(a) great variation among the examiners of such papers.

(b) considerable difference in the reliability of different examiners.

(c) that there must be established a definite idea for what grades stand.

(d) that among the various qualities entering into the meaning of the grade each factor must have a definite relative value.

(e) that the whole principle of the marking scale must be revised.

(f) that a grade of, say, 75 with one person may mean 55 with another and 95 with a third person.

It is probable that, when all the members of the class, unless a very small class, make near the hundred mark, the teacher's standard is too low. It is probable that, when a very large percentage of the class fails, either the teacher's work is deficient or his or her standard is too high.

To eliminate the errors herein before recited the relative system of grading is here proposed as a means. This system is in use in many places in this country, among them the University of Chicago, Columbia University (including the Horace Mann Elementary and High School and the Speyer School), the University of Missouri, the University of Wisconsin. The plan works as follows taking Columbia University as an example:

(a) Grade A is given to the best 10 per cent of the class.

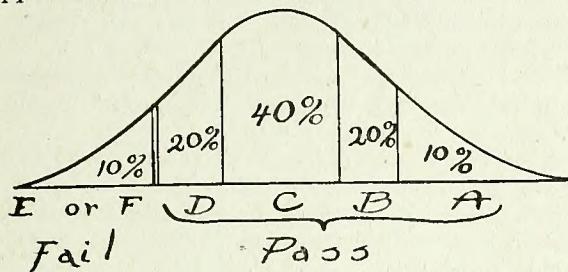
(b) Grade B is given to the next best 20 per cent of the class.

(c) Grade C to the next best 40 per cent of the class.

(d) Grade D to the next best 20 per cent of the class.

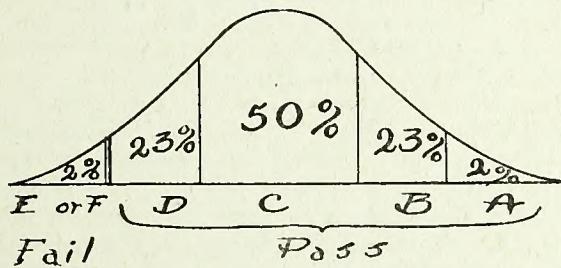
(e) Grade E or F to the remaining 10 per cent who may fail, at any rate, the E or F denoting failure.

Some, though not great, variation is permitted. For example, there may not be in the class any A's or E's, but the C's are fixed at 40 per cent of the class. According to the probability curve, the plan appears thus:

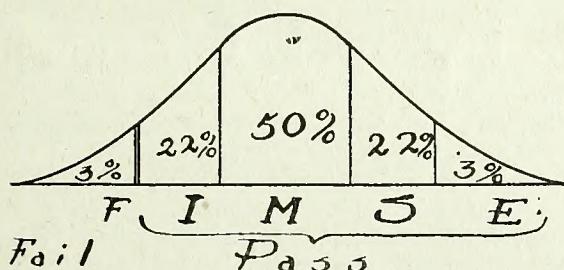


Columbia, (By Prof. Cattell.)

The plans in use at the Universities of Missouri and Wisconsin differ slightly in amounts of percentages, not in principle. They appear thus:



University of Missouri, (Meyer.)



University of Wisconsin, (Dearborn.)

In view of the average teacher's inaccuracy of judgment, when formed purely subjectively, and in view of the grave injustice to pupils that may result therefrom, I assert that it is certainly better and more reliable and more just to the pupils to measure a pupil in terms of his class fellows, than in terms of a single teacher's subjective judgment. A teacher cannot say whether John's paper is worth 75 and Mary's 73 but she may accurately say whether John's paper or work is better than Mary's.

Now, I believe that within a few years the science of education will have made such gigantic strides as to develop definite objective scales of measurement in the different subjects, easily usable by any teacher. Already such scales of measurement are available in three subjects. I refer to the Thorndike Scale of Handwriting, the Hillegas Scale in English Composition, the Courtis Arithmetic Tests. Before the year closes, there will be issued a Scale in Drawing. But in subjects in which there is no such scale of measurement, or until these scales come into common use, let us abolish the old, common, inaccurate, faulty, untrustworthy subjective method of rating students in the terms of vulgar fractions which

has run many a student from school, and substitute therefor the relative method of rating students in terms of their fellows, rating them as simply better or worse than certain of their fellows in that particular subject in which their efficiency is measured.

SPIRITUAL MEANS OF HEALTH FOR SCHOOL CHILDREN.

By Joseph Lee, President Playground and Recreation Association of America.

To the growing child a vigorous mental life is the greatest source of health, and a good teacher is the best hygienic prescription.

It is true that the mental life of a child is largely a motor life; he lives and thinks largely in terms of muscular action. But the use of his muscles is important, not chiefly because it serves certain physiological ends, but because it is an expression of the soul. We make too much of a fetish of air and exercise. We must have these, but they are not, even in the promotion of physical health, the only things. The mind life is even more important. Better a stuffy school-room with zealous work than fresh air and mental flabbiness.

Smaller classes are essential to the preservation of the teacher and to her really reading the child. When we learn to take our children's health and education seriously we shall halve the size of classes in our elementary schools. It will increase the cost 80 per cent, but the children's lives and health are worth it. To further free the teacher's time for the normal pupil, we must have special schools or classes not only for the blind, the deaf, the tuberculous but for all requiring peculiar treatment, including the bright pupils, to whom the regular grades are an intellectual hobble skirt.

I believe that pupils in the lowest grade, probably in the first three grades, should have the afternoon outdoors or in the kindergarten room, not wholly because of the benefits of the play and fresh air, but chiefly to avoid the demoralization of half-hearted work. Half-heartedness is a serious mental disease, worse almost than half-lungedness. Our schools, of all places in the world, should not promote it. And a chief benefit of the afternoon out is that a few pupils may each afternoon be kept in and their real problems and difficulties discovered.

We must have summer schools, because children grow all the year round, and because some could save repeating a grade by this means. The home must be conserved as a spiritual means of health, nor as a mere boarding house. School feeding should be confined to sick children, and these should pay or their payments be supplied by outside expert agencies.

Each class in the Fairmont, W. Va., High School is named for some prominent citizen of the city. The citizen thus designated is known as the class sponsor, the class bearing his name instead of the usual class numerals. The sponsor takes a personal interest in the class. He entertains them once or twice during their junior and senior years, and assists them in different ways in their various class enterprises. In some instances sponsors have been successful in keeping boys and girls in school who would otherwise have dropped out.

THE LANDING OF GEORGE DURANT

A Play in Five Scenes by William Hunter Strong.

[Editor's Note—The following little play was written by William Hunter Strong, a boy eleven years of age, a pupil in the Raleigh Graded Schools. It was worked up after a study of Chapter 2 of Connor's "Makers of North Carolina History," from which the material was drawn. We print it as a very interesting example of the vitalizing effect of the method of dramatization in history teaching.]

Characters.

Sir George Carteret, Earl of Clarendon, Sir John Colleton—Lords Proprietors.
John Locke—Secretary of the Lords Proprietors.
Thomas Miller, Thomas Eastchurch, George Durant, Secretary to Governor Miller—Colonists.
Soldiers, sailors, bystanders, etc.

Scenes.

- I. Earl of Clarendon's Palace in London.
- II. Lady Alice's residence, on the Island of Nevis, West Indies.
- III. Governor Miller's residence in Carolina:
- IV. On shipboard in Carolina.
- V. Before George Durant's house.

The Landing of George Durant.

SCENE I.

Earl of Clarendon's Palace, London.
Enter Earl of Clarendon and other Lords Proprietors, Locke, Eastchurch, Miller and Durant.
Clarendon—This meeting is called to order. The secretary will read the minutes.
Secretary Locke—A meeting of the Lord Proprietors was held on April 1st. The secretary read the minutes. Next the Navigation law was passed; that is the people of the colony can trade with no Nation except England. Next the customs law was passed; that is the people of the colony must pay a tax on all tobacco shipped out of the colony. There being no further business the meeting adjourned.

Clarendon—We will next hear from Mr. Miller on Carolina.

Eastchurch—My Lords, the state of affairs in Carolina needs attention. The Governor has deserted, and there is no one to take charge of the Government.

Colleton—My Lords, I think that as Carolina chose Mr. Miller and Mr. Eastchurch to speak to us, they must be prominent men in Carolina; so let us elect Mr. Eastchurch Governor, and Mr. Miller Customs Collector.

Carteret—I second the motion.

Clarendon—All who favor this motion say aye. (All the Lord Proprietors vote aye.)

Clarendon—Then Mr. Eastchurch and Mr. Miller are elected Governor and Customs Collector.

Durant—My Lords, Eastchurch shall never be Governor; if he goes to Albemarle I myself will lead a rebellion against him.

Clarendon—You are out of order Mr. Durant, be seated sir. Is there any more business for today? If not, then we will adjourn. Exeant.

SCENE II.

Lady Alice's house, Island of Nevis.
Enter, Eastchurch and Lady Alice.
Lady Alice—When do you expect to sail Governor.
Eastchurch—I have no idea; next September sometime I suppose, my Lady, but Mr. Miller will sail tomorrow.
Lady Alice—Who is that I hear coming now.
Eastchurch—I think that is Mr. Miller, my Lady.
Lady Alice—Then I bid you good evening as I

guess you will talk of the affairs of State.

Eastchurch—Good evening. (Lady Alice makes a bow. Exit. Miller enters.)

Miller—I guess you will sail tomorrow Governor.

Eastchurch—I don't think I will go any further at present.

Miller—What! not going to Carolina to be Governor.

Eastchurch—No, not until I win Lady Alice to be my bride. Mr. Miller you go to Carolina and be Governor until I come.

Miller—Well let it be as you say my Lord. Exeant.

SCENE III.

Governor Miller's Study.

Enter Miller and his Page. A knock at the door. Page answers. Secretary enters.

Secretary—Governor, I have bad news; the villain Durant is to come today at 3 o'clock.

Miller—What time is it now.

Secretary—It is now 2 o'clock.

Miller—Summon my guard and have them here by 3 o'clock. (The Secretary leaves the room. Lapse of time while Miller paces the floor. A knock at the door. Page answers. Captain of guard enters.)

Captain—My Lord the guard is at your service.

Miller—You made good time Captain, I will come at once. (Miller gets his coat and hat and leaves the room.) Exeant.

SCENE IV.

On Shipboard.

Enter sailors.

First Sailor—I bet Lord Durant stirs up things a bit when he gets ashore with the tyrant.

Second Sailor—That is if he has a chance to get ashore.

First Sailor—Look! there he comes now with his guard, let us run and warn Lord Durant. (They both run into the cabin. Miller boards the ship just as Durant comes out of the cabin. Miller rushes up to him and points a pistol at his breast.)

Miller—I arrest you in my name for treason against the government.

Durant—Not for treason against the government: but for planning the overthrow of you. (Turning to the guard.) Are you going to let this villain arrest me. I know all you need is a leader, I will lead you now against this tyrant, arrest him now instead of me.

Guard—Yes, let us arrest Miller instead of Lord Durant. (The guard take Miller's pistol, search him and march off with Durant at their head. The people finding out what has taken place begin to cheer.)

People—Hurrah for Durant! Durant for ever! Hurrah, hurrah! Exeant.

SCENE V.

George Durant's house.

Bystanders awaiting the result of Miller's trial.

First Bystander—I am almost sure Miller will be imprisoned a long time.

Second Bystander—I should say so. (A runner comes up breathless, and turns to the people.).

(Continued on page 11.)

School Room Methods and Devices.

PRIMARY LANGUAGE WORK.

The language work in the first and second grades must be adapted to the class, condition, and environment of the little ones. But little more than oral work may be expected during the first year. In order to secure correct expression from the pupils, the teacher must choose subjects for oral work that are of the greatest possible interest to the children. We learn to talk by talking, we learn to write by writing. A child will talk little about a subject in which he has no interest. As the first grade teacher's chief aim in language work is to elicit free, correct expressions, she must watch the interests of the children for guidance in her choice of subjects. What one teacher may choose is not an infallible guide for another teacher. For instance, one first grade teacher finds that her pupils are intensely interested in pictures and poems. She succeeds in eliciting spontaneous, well-chosen sentences from her pupils. Another first grade teacher's pupils live in another section of the city, surrounded by an entirely different atmosphere; they manifest little interest in pictures or in poems. She will lead them gradually, but just now, she resorts to talks about their games, occupations, plays, pets, what they have seen that is most interesting, and what they have done that is most exciting. Therefore, the first grade teacher, in whatever locality she may be, must be guided in her language work by the interest manifested; watching the little conversations among the pupils—and thus she will avoid dead reproduction concerning some unknown topic.—Ella M. Powers in Primary Education.



MENTAL ARITHMETIC.

A sufficient amount of time is not given to mental arithmetic in the grammar grades. Practically all the problems are written and the result is that the pupils become too largely dependent upon their pencils. Even in the high school there are many pupils who resort to their pencils to solve the simplest problems; not that their minds are not strong enough to grasp the problems mentally, but because they have not been trained to do so.

Regarding the mental discipline obtained, that which is secured by written arithmetic is far inferior to that obtained by working problems mentally. While the reasoning power involved in each is the same, the mental solution requires a concentration of thought in order to visualize the problem as it is worked, and to memorize the results obtained, which is altogether lacking in a written solution.

The pupil is trained also to do hard and accurate thinking while standing before the class. This is no mean accomplishment and too many of our pupils pass through school without acquiring it.

It adds to the understanding of the pupil if, after solving a problem, he is required to originate a problem similar in principle to the one he has just solved. This may be solved by the author himself or by another pupil. The student who can solve a problem correctly and then draw from the storehouse of his own mind a similar problem understands what he is doing. In the making of these original problems the

common sense idea should be emphasized. At first, many unreasonable statements will be made. Fine horses will be bought and sold for \$5 per head or less and calico will be purchased at \$2 per yard! Part of the value of the original problem is lost if the teacher does not insist that they be reasonable.

The following method is used by the author of this article. It is given here in the hope that it may prove suggestive to others.

The teacher dictates the problem, a pupil is then called upon to solve it. He rises, repeats the problem, solves it step by step, gets his result and states his conclusion.—W. R. Pate in Nebraska Leader.



SCHOOL-ROOM DECORATION.

Perhaps these ideas of school-room decoration are not new to some of you, but they were to me when I visited a second primary one day last Spring, and I was delighted to get so many helpful hints for my own room and I'm sure others will be as grateful.

Miss M., the teacher, had some ability as an artist and of course that was a great help, but the most of the work was that done by the children and therefore was the more interesting.

The drawing and nature work were closely allied in several instances. On one board Miss M. had drawn a large branch of a tree; and when the first robin had been seen and duly heralded the work of populating the tree began. After a robin nature lesson, the children colored and cut out robins—life size, and the best of these were pasted on the tree. Each day upon the appearance of a new arrival, the work was repeated, until the result, as I saw it, was a branch full of birds of various signs and colors. Miss M. told me that she had never before had such enthusiastic lessons and the children were never so well acquainted with the names and habits of the birds as they had been that spring.

On another board, daisies—white and yellow—seemed to be growing up from the chalk tray, and over them gaily-colored butterflies hovered, some about to alight, others in flight. The butterflies were cut and colored in a busy work period; the wings had been folded together and they had been pasted here and there over the flowers. This board was especially attractive.

It is needless to say that all the interest and enthusiasm that a teacher might ever long for prevailed in that room, where even the most prosaic things were made interesting.—M. N. T. in Primary Education.

THE LANDING OF GEORGE DURANT.

(Continued from page 10.)

Runner—Eastchurch has landed on Virginia soil, but died suddenly as soon as he got ashore. (The runner enters Durant's house to tell the news.)

First Bystander—Well, could you believe it?

Second Bystander—But look there is the crier to announce the case.

Crier—It is publicly announced that Mr. Miller is found guilty of mistreating the people of North Carolina, and is sentenced to a long imprisonment.

(The people cheer.) Curtain.

North Carolina Education

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The County Commencement is at hand, and all the children are happy.

The most important demand in North Carolina today next to good teaching is for a good school organization based on common sense principles.

Read the article appearing elsewhere, "Are City Children Healthier Than Country Children," and you will see the necessity of county health officers, who are real county officers.

A good book for every school superintendent to read is Leavitt's Examples of Industrial Education. (Ginn & Co.) The author gives a sane treatment of vocational education, school organization and vocational guidance.

Is it a fact that the health of the children of rural districts is not so good as that of city children? The National Council of Education has made an investigation and the data at hand is against the child of the rural districts.

What has your school attempted to do this year? The term is drawing to a close and it is a good time to stop and think over your work. Did you have any definite purpose in view? Have you really accomplished anything worth while?

Let us beseech you, sisters and brethren, to have a care for the library and the preservation of the school building. When your school closes see to it that the library is left in safe hands and that the building is securely locked. A little precaution will save the State much money.

The school term has been increased by a little more than a month. We are having more school, we should have better instruction next year. What will you do until school opens again? Will you equip yourself better to do more efficient work next year? If you have no such desire, don't apply for a school next year.

A TRIBUTE TO SUPERINTENDENT JOYNER.

That the speech of Superintendent Joyner at the "Old Virginia Banquet," given during the meeting at Richmond to the state superintendents by Superintendent Stearnes, was well received and made a fine impression on his distinguished hearers is attested by the choice tribute which is paid it by A. E. Winship, editor of the Journal of Education (Boston). In a recent issue of that journal, in an article on "The Personal Element" of the Richmond meeting, he says:

"State Superintendent J. Y. Joyner, of North Carolina, at the "Old Virginia Banquet" on Wednesday evening, in response to the toast, "Virginia and the Other States," made one of the most discriminating, thrilling and eloquent patriotic addresses to which I have ever listened. Coming as it did from a genuine Southerner, in the capital city of the Confederacy, in the presence of the chief educational officials of nearly every State in the Union, the effect was magical.

"In voice and manner, as well as in literary excellence and adaptation, it was brilliant and inspiring."

SUPERINTENDENT WRIGHT'S NEW IDEA.

County Superintendent C. C. Wright, of Wilkes, has worked out and put into operation a scheme for the improvement of teaching in the rural schools, a scheme which originated in his brain and has never been tried or thought of by any one else so far as we have been able to learn. The scheme consists in the publishing in the county papers and in the superintendent's annual report of an Honor Roll of the county teachers who come up to certain definite specifications for training, professional spirit, and efficiency. The institution of the Honor Roll for the pupils in the schools has existed from that "time whereof the memory of man runneth not to the contrary," and its inspiring result on the efficiency of the pupils has been recognized time out of mind, but it would appear that Superintendent Wright is the first to realize that the same plan will have the same effect upon the efficiency of the teachers.

His method is to send to every teacher a list of thirteen questions, to answer which will show professional spirit, effort at self-training, and initiative in community activities, and then to place on the Honor Roll all those teachers who can answer ten out of the thirteen in the affirmative. These names are given wide publicity throughout the county and the teacher will do much to keep from having his name left off. Of the working of the plan Mr. Wright says enthusiastically: "I want to state here frankly that the inauguration of this movement has caused no little improvement in the schools. The improvement in the work on the part of certain teachers being very marked indeed. The movement is original with me, and I only wish that I had be-

gun it sooner. It is to become a permanent feature of the school work of the county."

The following is the list of questions which Superintendent Wright sends out:

1. Are you a member of the Teachers' Association?
2. Are you a member of the Teachers' Reading Circle?
3. Did you attend the Township Teachers' Meeting in 1913?
4. Did you attend the last Teachers' Institute held in the county?
5. Do you have desk copies of the text-books you are required to teach?
6. Do you read any educational journal? If so, what?
7. Have you raised funds this year for any purpose? If so, what and the amount raised?
8. Have you improved the house and grounds in any way? If so, state in what way and to what extent?
9. Have you visited any of your patrons this term?
10. Have you held any parents' meetings, debates, spelling matches or entertainments?
11. Have you enrolled any corn club boys or tomato club girls?
12. Will your school have an exhibit at the next county fair?
13. Have you observed Good Roads Day, North Carolina Day, George Washington's Birthday, etc.

PROGRESS IN INTER-COLLEGIATE ATHLETICS.

The colleges of the State made a distinct forward movement in the way of promoting better athletic conditions when the representatives of the several institutions met in Raleigh and adopted the following rules:

"1. That no student shall be allowed to play in an intercollegiate contest until he has been a regular student in residence at least one year, and that no student can play more than four years after one year's residence.

"2. That a genuine amateur standard shall be insisted upon, a professional for the present being defined as one who has played in a league under national protection.

"3. That an athlete shall pass at least eighty per cent of the work required for his class the previous year, and make a passing grade on the full work of his class during the current year.

"4. That not more than eighteen baseball games shall be played in any one season, nor more than twelve basketball games.

"5. That all other matters shall be regulated by the individual colleges."

THE MAN WHO WROTE "SPARTACUS."

Generation after generation of American school boys have declaimed "Spartacus to the Gladiators" or "Regulus to the Carthaginians," and probably never stopped to wonder what stenographer among the ancients took down these celebrated remarks. As a matter of fact, both were the work of a New England clergyman, Elijah Kellogg. "Spartacus" was written while he was a theological student at Andover in 1842 for the rhetorical exercises of his class. "Regulus" was written three years later for a fellow student to speak in a prize competition.

What college youth of these days could write such forceful orations? These have never been surpassed, and in some schools it has become necessary to bar them from the list at prize speaking competitions, so invariably do they carry off the prizes.

Of all the work of Elijah Kellogg, these alone remain known. Yet he wrote thirty wholesome books for boys, some of them tales of the woods and some of school, and was for years an eloquent pastor at the Seaman's Church in Boston. He might have become a Talmage or a Beecher or a Brooks and gained fame in a more fashionable pulpit, but clung to the life work he had chosen.—Kansas City Star.

AGAINST STATE TEXT-BOOKS.

A. E. Winship, editor of the Journal of Education, is a vigorous opponent of State text-books. In support of his contention, he gives the following reasons: There is not a State that provides special text-books that:

- (1) Has as good books as it had before.
- (2) That has as good books as other states.
- (3) That does not pay more for the poor books than it needs to pay for good books.
- (4) That has as good variety of books.
- (5) That has a single book that would be anywhere adopted in open competition.
- (6) That has not subordinated education to politics.
- (7) That has not handicapped its teachers and pupils.

VERSE WORTH REMEMBERING.

Life and Death.

By Ernest Howard Crosby.

So he died for his faith. That is fine—
More than most of us do.
But stay, can you add to that line,
That he lived for it, too?

In his death he bore witness at last
As a martyr to truth.
Did his life do the same in the past
From the days of his youth?

It is easy to die. Men have died
For a wish or whim—
For bravado or passion or pride.
Was it harder for him?

But to live; every day to live out
All the truth that he dreamt,
While his friends met his conduct with doubt
And the world with contempt.

Was it thus that he plodded ahead,
Never turning aside?
Then we will talk of the life that he led—
Never mind how he died.

The model school at Bryn Mawr, Pa., at the entrance to the college, has been made an open-air school. Only the dressing-room and laboratories will be indoors. There will be seven separate, one-story, out-of-doors class-rooms facing full south. Each class-room opens on a large uncovered platform 8x36 feet, which will be used for the gymnastics and siestas that are part of open-air school work.

Teachers' Reading Course for Home Study

Under the Direction of the State Supervisor of Teacher Training

*A Four Year Course of Home Study for Teachers
Leading to a Diploma for All Who Complete It*

FIFTH YEAR'S COURSE, 1913-1914

LESSON VII.—TEACHER TRAINING AND SUPERVISION

By E. C. Brooks, Chair of Education, Trinity College, N. C.

CHAPTER XI.

The Training of Country Teachers.

It has already become apparent that the greatest need of the rural district is the "properly prepared" teacher, and we can agree heartily with the author in saying that the teacher's training should be of two kinds:

1. "That of a rural pedagogical type," including much agriculture and household science.

2. "That of a sociological nature."

The author then speaks of the part that the normal schools and the high schools are to play in this important training. It will pay the teachers to read what the different states are doing in this particular, in order to see the present day tendencies among normal schools, that attempt seriously to reach the rural school. But the great majority of the teachers cannot take normal training except the summer school courses. Each county should have a course of study for the teachers of that county. It should have an inspector or director of agriculture and agricultural instructor. Now what could such a director do in the way of giving instruction to the teachers? In the first place he should organize the subject matter for the teachers—not text books on agriculture; but the resources of the county. He should make a classified list of all the live stock of the county, the different breeds and the value of each breed. This in itself would make a good course for one year's work. In the second place he should prepare a list of the more important agricultural products and the soils adaptable to such products, and the nature of the demand for these products. This would form the basis for a concrete study of the principles of agriculture. The county health officers should make a survey of the health conditions, the water supply and principles of sanitation. Read the article, "Is the city more healthy than the country?" The director of agricultural instruction and the health officer working together should study the food supply of the county with reference both to the economy and the health of the home. The county superintendent should take this material and with the aid of the officers above mentioned prepare a course of study for the teachers of every county. This is not an impossible task. Many counties in the State have both officers referred to above and where they are there is to be found a good county superintendent.

This question of teacher training will not be solved by the colleges and normal schools alone. Real teacher training must be done after the teacher enters the county as a real worker.

CHAPTER XII.

County School Supervision.

The difficulties of supervision referred to in Chapter XII are all true. Every one who is interested in rural education will recognize them at once. It is true that politics plays a part in the selection of county superintendents. But it is also true that politicians are eager to adopt as a slogan such principles as will make the politician popular. This chapter is interesting, and much of the material may be new to the teachers as well as to the superintendents of the State. There will doubtless be as many ways of selecting county superintendents as there are states, and this is better than to have one rule for all states. How can the counties secure the best man, and what should this man do that would make his schools the best possible? If we sit down and wait until all political influence is removed from the school system we will make no contribution to educational progress; and if we devote our time trying to remove politics from the system we will become politicians, and not very effective school superintendents.

In a democratic government where people vote and formulate rules for the guidance of votes, there must of necessity be what is sneeringly termed "the politician" or some one to take the lead in political matters. It is more essential that such leaders should be good men than that the schools should be out of politics. It appears to me, therefore, that partisan control is a curse only when bad or incompetent men rule, and if such men do rule it is because they are permitted to do so by all the voters of the community. I simply throw out these suggestions because there is frequently made talk about politics and politicians, when the real trouble is the lack of interest on the part of the people due to poor leadership and good men have gone to sleep. Again, even the politicians would welcome a good school, but it sometimes happens that the profession pushes a man into the position who is incompetent and then we blame the politician who is bad enough, of course, but the profession makes mistakes also.

CHAPTER XII.

The Country Life Movement.

With this chapter we close the study of country life and the country school. The social and economic forces that are helping to re-make country life, as the author sees it, are:

1. State colleges of agriculture.
2. Influence of machinery.
3. Business organization.
4. Agricultural legislation.

Each section of the country has felt within the past decade a quickening of the spirit. As the so-

cial and economic pressure becomes heavier and heavier interest will grow keener and activity more general. But the success must be local first. The author lays down a few general principles:

1. Natural centres must be employed.
2. Local farm leaders must be enlisted.
3. The community must be aroused.
4. A community ideal should be established.
5. The function of each local institution, church, school, family and others, must be enlisted.
6. Local forces must be federated.

This is a good program and really a workable one. But it will require good supervision and good teachers. It is possible to secure both good supervision and good teachers. Therefore the above ideal is not entirely beyond our realization.

Read the Appendix.

One of the best features of the book is the appendix. Read:

- I. Outline of a course in country school teaching for country teachers.
- II. Outline of a course in rural sociology for country teachers.
- III. A country teacher's school house plan.
- IV. Furnishings and equipment for country schools.
- V. Educational helps and sources for country teachers.
- VI. A workable country school program.
- VII. Seat work in country schools and some principles underlying it.
- VIII. Pictures that portray farm life.
- IX. Some country life literature.
- X. Country school music and farm life songs.
- XI. A minimum equipment for the teaching of domestic science in country schools.
- XII. A minimum list of manual training tools for country schools.
- XIII. A selected list of twenty-five books for the use of country teachers.
- XIV. Suggested problems of country school teaching for the attack of individual country teachers.

BIRD PICTURES FREE TO TEACHERS.

The sum of \$15,000 has been contributed to the National Association of Audubon Societies for the purpose of helping teachers to give simple instruction in bird study to their pupils during the year 1914. The Audubon plan to helping teachers in this connection is as follows:

Any teacher or other person who will interest not less than ten children in contributing a fee of ten cents each to become junior members and will send this to the office of the National Association, will receive for each child ten of the best colored pictures of wild birds which have ever been published in this country. With each one of these ten pictures goes an outline drawing intended to be used by the child for filling in the proper colors with crayons. Each picture is also accompanied with a four-page leaflet discussing the habits and general activities of the bird treated. Every child also receives an Audubon button. The cost of publishing and mailing this material is a little more than twice as much as the child's fee.

The teacher who forms such a class receives without cost to herself one full year's subscription to the

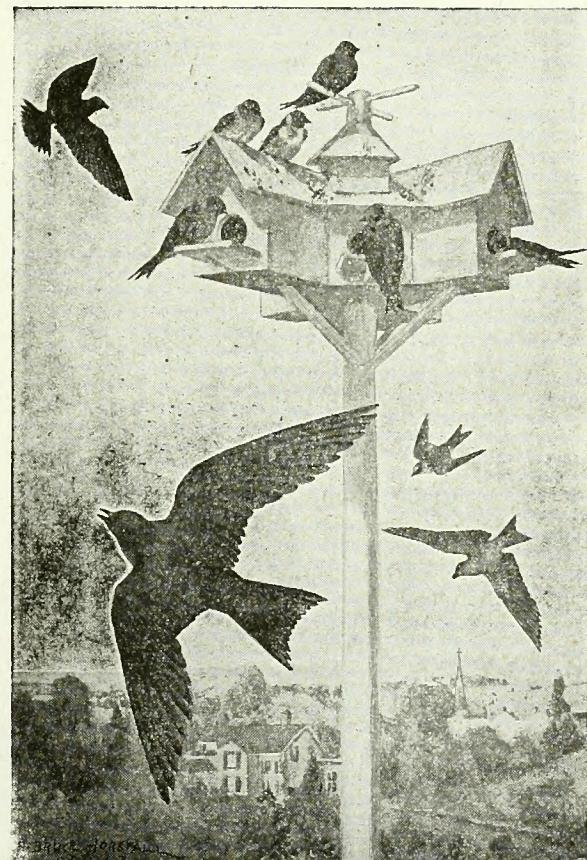
beautiful illustrated magazine "Bird-Lore." This is the leading publication in the world on bird study. To the teacher also there is sent other free literature containing many hints on methods of putting up bird boxes, feeding birds in winter and descriptions of methods of attracting birds about the home or school-house.

The accompanying illustration will give some idea of the character of these pictures, but remember they are all in natural colors, are much larger than are here indicated, and are printed on cards of sufficient size to make attractive school-room decorations.

The ten subjects supplied to children this year are as follows: Nighthawk, Mourning Dove, Meadowlark, Flicker, Sparrow Hawk, Screech Owl, Purple Martin, Cuckoo, Hummingbird, and Robin.

Endorsing this work, Dr. P. P. Claxton, United States Commissioner of Education, says:

"I consider the work of the Junior Audubon Classes very important for both educational and



economic results, and I congratulate you upon the opportunity of extending it. The bird clause in the Mosaic law ends with the words: 'That it may be well with thee, and that thou mayest prolong thy days.' The principle still holds. I hope that through your efforts the American people may soon be better informed in regard to our wild birds and their value."

As long as the Association's special fund for this work holds out this offer is open to any teacher in the United States or Canada. Any teacher reading this notice may immediately form a class, send in the dues and receive the material, or further information will be gladly furnished upon request.

T. GILBERT PEARSON, Secretary.
1974 Broadway, New York City.

News and Comment About Books

BOOK REVIEW.

A Reading Book in Modern Philosophy. By G. E. Partridge, Ph.D., Formerly Lecturer in Clark University. Cloth, 413 pages, \$1.50 net. Sturgis & Walton Company, New York.

Here are twenty-odd selections representing thirteen authors from Descartes to Herbert Spencer. In glancing through these abstrusely metaphysical selections one comes to take as grimly humorous the editor's superfluous declaration in the preface that he had "not tried especially to select easy passages." If as the editor intimates "there is a certain amount of almost light reading in philosophy," he succeeded finely in not getting any of it in this reading book; but the not entirely inadequate defense is made that one cannot thus [through light reading] reach the fundamental problems. The thirteen authors are represented in the following order: Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Fichte, Schelling, Schopenhauer, Hegel, and Spencer. There is no equipment to aid the student in study except a brief introduction of each author. An index of the main topics facilitates reference to the variety of authors and subjects that make up this full reading book for students.

The Education of Karl Witte, or the Training of the Child. Edited, with an Introduction, by H. Addington Bruce. Translated from the German by Leo Wilner, Professor of Slavic Languages in Harvard University. Cloth, 8vo., 40×312 pages. Price, \$1.50 net. Thomas Y. Crowell Company, New York.

Here is a book that contains much of very great interest to earnest parents and teachers. It was written nearly 100 years ago by a village clergyman of Germany who believed that education should begin with the first dawn of intelligence and who carried out his theories in the home training of his son. This son, Karl Witte, at nine years of age knew five languages besides his own; at ten he had matriculated at Leipsic University; at fourteen he received the degree of Ph.D.; and at sixteen he was made a Doctor of Laws and appointed to the teaching staff of the University of Berlin. He died in his eighty-third year. A robust, joyous boyhood and a brilliant intellectual life indicate that the training his father believed in did not impair the son's physical powers. For nearly a hundred years this old German pastor's account of the training of his son dropped so completely out of sight that only the more erudite experts

knew anything about it; and indeed this first translation into English was made from the only copy of the German original in the United States, this copy belonging to Harvard University library. And yet the book is regarded by some authorities as one of the most inspiring and helpful contributions ever made to the literature of education. The narrative is full of human interest. The father tells what was done to guard Karl against flattery, what for his mental and moral education, about his toys, his diet, his play with other children, how he was taught to read and write, how he learned the languages and sciences, and how his taste was cultivated. The title of the last chapter here meaning the University of Leipsic "Karl Goes to College," college being just nine and a half years old! The narrative is an extraordinary story of an extraordinary achievement in education, and should interest every live teacher.

The Life of the Fly. By J. H. Fabre, author of "The Life of the Spider," etc. Translated from the French by Alexander Teixeira de Mattos. Cloth, 477 pages. Price, \$1.50 net; postage 14 cents extra. Dodd, Mead & Company, New York.

This book is a great prose poem of life, in which the venerable author draws from the hitherto hidden secrets of the minute world of the insect large truths of instinct, destiny, and providence. Fabre peers into the most infinitesimal smallness of the finite world and catches glimpses of the infinite. We have had entomologists before, but never one who entered into the study of this little known phase of life with the boyish enthusiasm and colossal patience of Fabre nor one who could give us the results of his labors in such gentle beauty of thought, such philosophical suggestiveness, and such wonderfully simple and delightfully illuminating diction. We feel a great "human interest" appeal in the life of J. H. Fabre. An old man now, in the declining years of the allotted span, he is just beginning to reap the rewards of a life of deprivation and even want, consecrated to an ideal activity. His one passion in life, aside from spare-time flirtings with such mistresses as the allied sciences, mathematics, and botany, has been the study of the insect world. He suffered poverty and trial, counting years as naught in the discovery of one slight fact of the life of the fly, the spider, the beetle, or the ant. And he has not only added materially to the sum of human knowledge in this field, but he has so vitalized his researches with the poetic temper of his mind that

his books are as fascinating as novels to the veriest layman. Now the great of the earth do him honor. Maeterlinck calls him "one of the glories of the civilized world—one of the most profound admirations of my life." Some months ago, passing through Fabre's native town of Serignan, President Poincaré paused to pay his respects, and standing before the aged naturalist seated in his garden, said: "You have given so passionate attention to the study of the humblest creatures that in small things you have shown us very great ones, and at every page of your work we feel a sensation of looking into the infinite." Fabre was so moved that he could not reply, and his son had to thank the distinguished President. The translator in this book has collected all Fabre's essays on the life history of different flies, which were comprised in his *Souvenirs Entomologiques*, and has interspersed them with purely autobiographical chapters from the *Souvenirs* which may be safely said to be among the most delightful writings that have appeared in recent years.

Minimum Essentials. By Thomas E. Thompson, Superintendent of Schools in Leominster, Mass. Sheets of graded questions in arithmetic and language. Oral and study sheets on tinted paper, \$1.00 per package of 500 sheets; written test sheets on white paper with same questions in different order, 90 cents per package. Ginn & Company, New York.

A large part of the work of the elementary school is to teach facts, concrete facts of number and language, which shall be the basis of all further education, the tools for all further intellectual progress. And these facts ought to be learned so well that they become second nature, that they are known automatically without thought. Elementary education is weak in proportion as it fails to make the pupil thoroughly master of these essential facts, and its efficiency can be accurately measured by measuring the facility of the children in handling these facts. On this theory, Superintendent Thompson experimented for years until he had worked out lists of questions in what he called the "minimum essentials," with which his teachers drilled their classes, and, on investigation, it was found that as a result the children of his school showed an enormously higher percentage of knowledge of the fundamental facts of language and arithmetic than the pupils of any other school investigated. It is said that the work in his schools cannot be duplicated in America. These lists, carefully perfected and graded as to difficulty, are now published by Ginn & Company. They offer the means for a practical rapid daily drill in these essentials which will consume only a few minutes, for

periodical examinations of the advancement of the pupils, and for home study by the children on these facts. The first set of sheets, the oral test and home study papers, are printed on both sides of tinted paper. The pupils practice answering the questions at home, then the teacher gives them a rapid-fire drill on them at school. The second set of sheets, written test papers, have the same questions printed on white paper on only one side, but on these sheets the questions are rearranged in another order so as to prevent the pupils learning answers by location. It is intended that tests be given with these written test papers two or three times a year. Emphasis is placed on speed, a note being made of the time it takes each student to answer, for their knowledge of the facts is practically proportional to the time it takes to answer them. They should answer without thinking, just about as rapidly as they can write the answers. A diligent use of these "minimum essentials" will undoubtedly show a remarkable improvement in the concrete body of fact-knowledge in the possession of elementary pupils, and an examination of them will repay any school superintendent.

The Little Book of Modern Verse.
A Selection from the work of Contemporaneous American Poets. Edited by Jessie B. Rittenhouse. Flexible cloth, 16 mo., 211 pages. Price, \$1.00 net; postpaid, \$1.07. Houghton-Mifflin Company, Boston, Mass.

This little gilt-top volume has a daintiness that pleases instantly both sight and touch. But that is not all. It is resplendent with the procession of poems selected from the best work of our American poets of the last decade or a little more, "a golden troop of birds" from the "hills of song." There are 70 authors represented by 158 poems, and there is an index of titles, authors, and first lines. Nowhere else can one have in quite so likeable a form these choice flowers gathered from the blossoming fields of modern verse. There are "Gloucester Moors" and "The Daguerreotype" by William Vaughan Moody, "The Man With the Hoe," and "Lincoln, the Man of the People," by Edwin Markham, "May is Building Her House," by Richard Le Galline,—but the entire list would be required to convey a just idea of the quality and quantity of the golden music in the pages of this little volume.

Rural Life and Education. A Study of the Rural-School Problem as a Phase of the Rural-Life Problem. By Edward P. Cubberley, Professor of Education, Leland Stanford Junior University. Cloth, xiv + 367 pages. Price, \$1.50 net. Houghton-Mifflin Company, Boston, Mass.

Here is a singularly thorough

study of the two problems of rural life and rural education. Its scope and acumen commend it. The rural school problem is treated as a phase of the country life problem, from which, naturally, it is inseparable, and is regarded fundamentally as really a social rather than a purely educational problem. Back of present conditions lies the development of American agriculture beginning with the colonies themselves. The history of this development and the great changes in rural life which came with it forms the subject of several chapters of absorbing interest. The far-reaching social consequences of these changed conditions in rural life are pointed out and their relation to present problems of rural school improvement are lucidly set forth. The book embodies the results of vast research and scientific study, and the numerous figures, maps, diagrams, tables, and illustrations—more than one hundred in all—give even greater force to the extremely interesting text-matter. The table of contents contains analytical chapter headings, the chapters are followed by questions for discussion, and at the end of the volume there are valuable bibliographies and an index. No leader in rural life improvements, whether he be farmer, teacher, or minister, can afford to be without the working knowledge of rural life problems which an earnest study of this book will supply.

LOCAL COLOR IN SCHOOL BOOKS.

The first American text-books were made in New England, and they breathe the New England spirit: snow balling, snow men, sleigh riding, skating, sledding, maple syrup, milk weed, pumpkins, Pilgrim Fathers, Boston Tea Party, Paul Revere, Bunker Hill, etc. These are the sort of things that ought to be in books for New England children; but they are foreign to the experiences of Southern children and to the traditions of their home. Yet we have been accepting the New England standard as a matter of course, and

SUMMER SESSION

JUNE 25-AUGUST 4.

George Peabody College for Teachers

Opening of the First Teachers' College in the South.

A college for higher training of teachers and educational leaders of the South. In addition to an extensive program of professional and academic subjects, special emphasis will be placed upon courses in industrial education, home economics, rural life, rural supervisions, sanitation and health. For further information address, BRUCE E. PAYNE, President, (Desk H), George Peabody College for Teachers, Nashville, Tenn.

so strong has been its domination that, though we teach children in Southern schools to sing the praise of the "Land of the Pilgrims' Pilgrimage," there was not in any text-book, until the Howell First Reader was published, the great national song of the South, Dixie.

The Southern Atmosphere of the Howell Readers.

The author of the Howell Readers has done for the children of the South what had already been done for the children of other sections, notably of New England. The latter half of the Howell First Reader is a continued story, located on a Southern plantation, telling of two country children and some of their friends: they feed the chickens, hunt for eggs, eat watermelons, ask riddles, play forfeits; the girls jump the rope, have a doll wedding, keep a play-house; the boys water the horses, drive the cows to pasture, become Indians with pokeberry juice for war paint; while Aunt Hannah, the black mammy, tells them stories and sings them songs; and Uncle Daniel, her husband, lets the boys do his work during the day, and gives a banjo concert every night.

Southern Folk Lore.

With this setting, the author has presented an abundance of Southern folk lore and song never before published (with the music to five of the songs). He has aimed to serve real literature to beginners in reading; and what could be better for them than this common heritage of our own people, racy of our own soil?

The South is the only section of America that has distinctive folk lore and folk songs: when Joel Chandler Harris first gave literary form to some of these in his immortal Uncle Remus tales, they won immediate popularity both North and South, and throughout the world. But until the publication of the Howell Readers, Southern writers of textbooks were still neglecting this rich and virgin field.

The folk songs, rhymes, and stories of the Howell First Reader are not taken from Uncle Remus or from any other book: they come from the same source as the Uncle Remus tales themselves: from the people; and they are published for the first time in the Howell First Reader.

Price, 25 cents prepaid.

**Alfred Williams & Co.,
RALEIGH, N. C.**

Sole Agents for North Carolina.

**SOUTHERN
TEACHERS'
AGENCY**
**W. H. Jones,
Manager**

Columbia, S. C.

Resources and Facilities
Quick and Active Service; excellent field; modern equipment and appliances.

Specialists Department

Our booklet, "A Plan", tells all about Southern opportunities.

State School News

Concord has recently issued \$20,000 in bonds to build a new big school building. The money is about ready but the commissioners are being held up by a disagreement as to the most suitable situation for the building.

¶ ¶ ¶

Alfred Noyes, the rising young lyric poet of England, who is touring the United States at present, addressed the student body of the University of North Carolina, March 25th, thrilling them with his glowing message of universal peace and with the reading of many of his lyrics.

¶ ¶ ¶

The Camden County Teachers' Association has been recently organized under the direction of Supt. F. M. Eason and practically all the county teachers enrolled. At the first meeting, Supt. G. L. Tabor, of South Mills, was elected president, and Miss Louise Turnley, of South Mills, secretary.

¶ ¶ ¶

The school authorities of Northampton County have decided to hold a county commencement, April 22. Governor Locke Craig will be the principal speaker of the occasion and Mr. L. C. Brogden, of the State Department of Education, will deliver the prizes. Plans are being made to have the biggest educational celebration in the history of the county.

Almost Unanimous for Tax.

By a vote that was almost unanimous, the citizens of Spray, in Rockingham county, decided last month to levy a special tax for the improvement of their graded schools. Out of a registration of 263, there were 232 votes cast in favor of the tax. Nine were cast against the measure, and 22 did not vote at all.

Three Positions for One Teacher

Last year this Bureau secured almost simultaneously three positions for one of its members. Her record was good and her salary was too low in comparison. The position accepted paid an advance of \$20 per month in salary. The Bureau cannot do this for every member, although several were elected to more than one good position. The moral of the above actual fact is this: An A-1 teacher and a good Bureau co-operating with confidence each in the other are reasonably sure of results. This Bureau needs now for fall work the applications of a few A-1 teachers. Our methods are quiet, ethical and in keeping with the high standing of our clientele. Terms outlined on request. Also ask for catalogue of closing day exercises.

**Interstate Teachers' Bureau,
DESKC.**

Rhodes Bldg., Atlanta, Ga.

School Officials Needing Teachers are Requested to Write Us.

Jackson Will Hold County Commencement.

Another county which has joined the county commencement procession is Jackson, and the event, scheduled for April 3d, has been extensively advertised in the Louisburg papers by Superintendent R. B. White, who has shown considerable ability as a press agent. He expects to have three thousand school children in the big parade. Fifty dollars will be given in prizes to the three schools making the best showing in the parade. A gold medal will be given to

the best speaker and a dozen or more minor prizes will be given to winners in the various athletic contests. Diplomas will be given to the graduates from the seventh grades of the county schools.

Local Tax in Nash.

The Bunn school district of Stone Creek township, Nash county, polled a strong majority in favor of better school facilities Saturday March 14, when 28 votes out of a total of 39 from registration of 49 were cast in favor of local tax. The extreme tax allowed by law was voted and will put the school of this district on a level with the best schools of the section.

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TERM: JULY 6TH TO AUGUST 14TH

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J. F. MESSENGER, Director.

BURLINGTON, VERMONT.

Eleven Girls Win Places in Debate Finals.

The initiative and referendum for North Carolina was argued pro and contra by six hundred high school students throughout the length and breadth of the State, in one hundred and fifty different places, on the night of March 20, in the preliminaries of the state-wide triangular high school debates held under the auspices of the literary societies of the University of North Carolina. At the last report, between thirty and thirty-five teams won two of their three debates and thus qualified to represent their schools at the finals at Chapel Hill.

The most remarkable fact about the debates is the number of girls who debated and who won places in the finals. Eleven girls this year hold places on teams which will debate in the finals, whereas last year only two girls went to Chapel Hill to argue the theme of Woman's Suffrage.

Two Inter-Collegiate Debates for Trinity.

In the past month Trinity College has won two inter-collegiate debates with extra-state colleges, which shows that North Carolinians are still leading in the forensic arts. This makes five consecutive victories for Trinity debating teams.

In the first of a series of three de-

bates with Washington and Lee, Trinity won a unanimous decision, Saturday, March 14, upholding the negative side of the query: Resolved, That the states should enforce a minimum wage for women and children sufficient to maintain a fair standard of life (constitutionality

waived). On Saturday, March 21, Trinity won against the University of South Carolina the decision on the affirmative side of the query: Resolved, That the United States should maintain a position as one of the three leading naval powers of the world.

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DR. TURRENTINE INAUGURATED.

A New President For The Most Venerable Institution For Education of Women in State.

One of the most interesting of the educational events of the month was the inauguration of Dr. S. B. Turrentine as ninth president of the Greensboro College for Women, which is the modern name for the old Greensboro Female College, so dear to the hearts of hosts of the women of the State who look back with love upon "G. F. C." the first chartered woman's college in North Carolina and the second in the South, as their Alma Mater.

Dr. Turrentine has been acting as president for the past ten months and has adequately shown his capacity for this honorable and exacting office. He is an A. B. graduate of the University of North Carolina and a graduate of the theological department of the University of Nashville, from which he holds the degree of Doctor of Divinity. He is a man of force, mentality, and eloquence, and will undoubtedly make an efficient president.

Exercises and Addresses.

The inaugural exercises were held at the college, March 18, with many of the most distinguished of the South's educators present, and large crowds of the alumnae and friends of the college in attendance. The chief addresses of the morning were by Governor Locke Craig, Dr. Bruce R. Payne, president of the George Peabody College, and Dr. Turrentine.

Governor Craig made a great impression on the audience, many declaring that he made the best address of his life. In speaking of the education of women he touched upon the theme of woman's suffrage, and urged his favorite propaganda for the removing of the burdens from the women who must work. He closed with a benediction upon the institution and upon the man who is to lead it. Dr. Payne delivered a scholarly address upon the theme that poverty, disease, and sin are the causes of human suffering and that their remedy is education.

In his inaugural address, Dr. Turrentine declared that one of the prime missions of the church is education, and that, in this work, the church should yield leadership to none. "The mission of our schools," he said, "is to furnish us such men and women as will give us correct principles and carry the same into effect.... Nothing less than a liberal education can make our nation abide in all that is great and good."

Alumnae Luncheon.

The exercises were opened when, following music by the orchestra, Mrs. Lucy H. Robertson, former president and now president emerita of the college, presented the charac-

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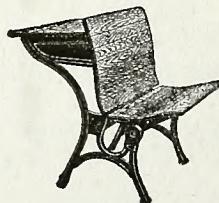
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ter and seal to the incoming president. At one o'clock, after the addresses of the morning, luncheon was served in the dining room of the college, distinguished visitors, alumnae, and faculty of the college being invited. The following toasts were responded to: H. M. Stacy, of the State University, "An Educational need"; Dr. W. P. Few, president of Trinity College, "The Mission of the Church in Education"; Miss Martha Dozier, of the College, "The Alumnae"; Plato Durham, presiding elder of the Charlotte district, "A Greater Greensboro College for Women." Others who were to speak were unable to be present. A letter was read from former President Kemp P. Battle, of the University, and was roundly applauded.

Spragins for Elizabeth City.

Supt. S. H. Spragins, of Helena, Arkansas, has been elected city superintendent of public schools for Elizabeth City in the place of Supt. S. L. Sheep, who resigned some weeks ago. Mr. Spragins has forwarded his acceptance of the election to the Elizabeth City board and will assume the duties of the office at the opening of the schools next fall.

Superintendent Spragins is a highly equipped school man and an educator of long experience. He is a native of Baltimore, a graduate of John Hopkins University and a Master of Arts from Yale University. He has been superintendent at Helena for the past thirteen years and he comes to North Carolina highly recommended.

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The Southern Educational Association.

The Southern Educational Association and the Conference for Education in the South will hold a joint meeting at Louisville, Ky., April 7-10, 1914. This will be the only meeting of the S. E. A. to be held in 1914.

The Executive Committees of these two educational organizations have agreed upon a basis of affiliation which will probably be made permanent at the Louisville Convention. On the educational side the two organizations have for years duplicated efforts. They have attracted the same teachers and educational workers, and for some time there has been a growing realization of the desirability of one great gathering of Southern teachers annually, instead of two.

The mornings of the 7th, 8th and 9th will be devoted to conferences of farmers, business men, preachers, doctors, all for the discussion and demonstration of practical community organization. The center of the demonstration will be the new type of rural school. The afternoons and evenings will be given up to special conferences of teachers and educational workers, and general programs.

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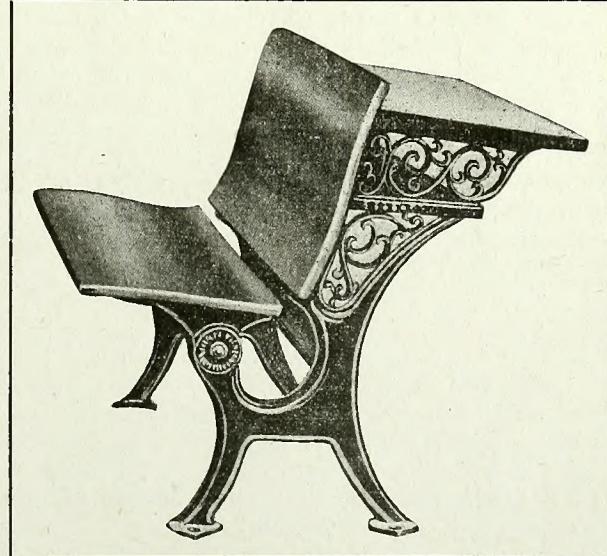
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My Dear Mr. Connor:—

I want to return my most profound thanks for copy of your book—"Makers of North Carolina History"—which you sent me. I have enjoyed reading every line of it, and as a North Carolinian who loves his State, I desire to thank you for this interesting little history. I was in Charlotte one day this week, and witnessed the laying of the cornerstone of the great Masonic Temple which they are building there, and I was so sorry that I did not carry my copy of your delightful book with me and have it placed in the corner-stone. When I sat there and saw the opportunity I would have had of depositing such a valuable document in the corner-stone, I was really and truly sorry that I did not carry my copy with me.

Send me, please, two copies, which, of course I want to pay for. I want to put them in the hands of two of my grand-children in the State of Missouri, and if I find that my grand-children in this State who attend the graded schools are not using this book, I shall want copies for them also.

Very cordially yours,

JULIAN S. CARR.

Rutherfordton, N. C., January 13, 1912.

MY DEAR MR. CONNOR:—Order has been made for your excellent book—"Makers of North Carolina History," and the book is in the hands of our sixth grade. On March 1st, I shall place it also in our fifth grade. The children are delighted with "Makers of North Carolina History," and to stimulate further interest I have offered a medal for the pupil standing best examination in either grade.

Fraternally yours,

W. T. R. BELL.

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RALEIGH,

NORTH CAROLINA

NORTH CAROLINA EDUCATION

A Monthly Journal of Education, Rural
Progress, and Civic Betterment

VOL. VIII. NO. 9.

RALEIGH, N. C., MAY, 1914.

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The Greatest Asset of American Democracy

The family life is more intimate on the farm than elsewhere, since all of the members are working together in a common cause. Each understands the work which is being done, and each co-operates with the others to secure results. This is not true of most other trades and professions. The work of the lawyer and business man is almost absolutely apart from his family. The factory employee may not even bring his children in to see what he is doing. The result is that the family has few points of contact and sympathy. There are also many diversions that separate them at night. In the country the family work together and generally spend their evenings together. If the members manage to co-operate and to spend the evenings pleasantly, this will do very much to make the farm home and farm life attractive. The city home has been very nearly destroyed by the hundred influences that are separating the family, but this is not yet true in the country. If the farmer will only appreciate that it is quite as much his work to raise a worthy family of children as it is to raise good pigs or corn, and will think of these evenings as no less important a part of the day than the daylight hours, then we may expect that the country will be the best place in the world to raise children at any rate, and that the city migration will ultimately be stayed. The farm home is the greatest asset of our American democracy. It has produced many of our greatest men and given stability to our national character.—Henry S. Curtis, in Play and Recreation for the Open Country.

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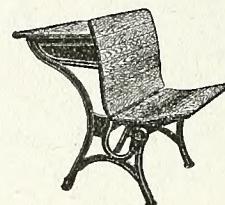
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NORTH CAROLINA EDUCATION

Vol. VIII. No. 9.

RALEIGH, N. C., MAY, 1914.

Price: \$1 a Year.

THE FARM-LIFE SCHOOL MOVEMENT IN NORTH CAROLINA

By S. S. Alderman.

The county farm-life school, giving to boys instruction in practical agriculture with a real farm for laboratory work, and to the girls, training in the art of home-making and home-keeping, is becoming one of the most influential agents in this State in making rural education efficient, in refashioning rural living conditions, and in making agriculture scientific, satisfying, and profitable.

State Superintendent Joyner is giving a large part of his energy and leadership to the advancement of the farm-life school idea and the rapid and successful spread of the plan constitutes one of his most valuable achievements in a decade of large service. These schools stand as a monument to his genius for generalship. Six farm-life schools have been in actual operation for a year or more; five will be ready to open next fall; about five counties have plans on foot, and every few weeks a new county begins to organize forces to establish one of these schools.

What the Farm-life School Is.

The farm-life school, in this State, is a first-class rural high school, in which the regular course of study prescribed for the State high schools is followed, with the addition of faculty and equipment necessary for giving efficient and practical instruction in farming, preparation of soil, planting, fertilization, harvesting, the care and breeding of live stock, and general farm management for the boys, and courses in sewing, cooking, and general domestic science for the girls. The essentials of a cultural high school course are stressed, but with them are blended these practical courses of life utility.

The demand for the farm-life school is the resultant of a complex of forces. It is in line with the modern trend toward the vocational branches, with the plea of the pragmatist for a useful rather than a cultural education. It is in line with the skepticism which questions the ancient dogma of the disciplinary value of formal mathematics and the classics, which suggests that we learn by doing as well as by thinking and hence concludes that the useful may be also cultural. But above all it is in line with the conscious conviction of the average man that the money which he spends for public education ought to bear palpable fruit in his boy and the boys of his neighbors, in giving them a better trained capacity to cope with life than the uneducated have.

How We Got the Farm-life School.

This kind of school is another importation from the progressive West, but this time one which has proved itself fundamentally suited to our conditions. The idea had its inception in one such school in Wisconsin, something over a decade ago. This school so "hitched education up to life," and resulted in such a metamorphosis of agricultural and living conditions in its community that the attention of the State was attracted, the idea spread, and there are now about thirty such schools in Wisconsin. They have so ef-

fectually demonstrated proper methods and disseminated scientific agricultural information among the masses that Wisconsin, in spite of comparatively poor natural advantages of soil and climate, has become one of the leading agricultural States in the nation. And these schools are having the same effect throughout the Middle West.

Although he had long advocated increased attention to industrial and practical instruction in the country schools, the specific idea of the county farm-life school was first suggested to Superintendent Joyner in the summer of 1906 by State Superintendent Harvey, of Wisconsin, with whom he was giving some courses in the Knoxville Summer School. He became enthusiastic about the plan as outlined by Superintendent Harvey and included in his biennial report published in 1908 a strong recommendation of practical farming courses in connection with the rural high schools.

In the fall of 1909 he made a special trip to Wisconsin to investigate her successful farm-life schools with the purpose of specifically informing himself in order to lay the proposition of such schools for North Carolina before the General Assembly of 1911. In the biennial report published in 1910, the recommendation is continued, with the addition of a comprehensive and detailed plan for schools similar to those in Wisconsin, the plan being outlined substantially as was finally provided in the law.

In the meantime he had been actively disseminating the idea among the agricultural and educational leaders of the State with a view to creating sentiment for its adoption. He went before the State Farmers' Union at the 1910 meeting in Raleigh, and this body, representing forty thousand farmers, passed resolutions unanimously favoring the plan and appointed a legislative committee to fight for it. He laid the plan before the Association of County Superintendents and in both their 1909 and 1910 meetings they passed resolutions unanimously favoring State appropriation for farm-life schools; and the Teachers' Assembly, in its 1910 meeting, added the impetus of its support to the movement. All these forces joined hands under the leadership of the State Superintendent, and, after a considerable fight and many appearances before the committees of both houses, secured the passage in the 1911 session of both the general county farm-life school law and the Guilford County law.

The Two Laws.

In both the laws the general plan is for the locality to provide certain equipment, a farm, buildings, dormitories, laboratories, and barns, at a cost of between \$15,000 and \$25,000; to provide a maintenance fund of \$2,500 a year, and for the State to appropriate to the school fulfilling these conditions an additional \$2,500 a year to supplement the maintenance fund. The chief difference in the plan of the two

laws is in the size of the locality served and in the means for raising the funds.

The general county law provides for a special county election by which the county may bond itself to provide the necessary funds for buying the farm, buildings, and equipment. After this has been done, bids for the location of the school will be advertised for and it will be placed in that incorporated town of not over 1,000 population which offers the largest financial aid for maintenance and equipment. It further provides that, in case the county bond election fails to carry, any township or two or more contiguous townships may vote to issue bonds for equipment and to levy special tax for maintenance. All of this may, however, be later assumed by the county if it sees fit to take it over.

For the reason that Guilford County already had provided over the average length school term, and that it had large resources, Superintendent Joyner was willing that it should have a special farm-life school act which would allow it to establish two or more such schools in that county. So in the same session the Guilford County law was passed providing that farm-life and domestic science departments might be established in connection with one or more of the already existing rural public high schools of that county; the county to provide the \$2,500 - for maintenance either out of the school fund, or by donation, or local tax, and to designate for such courses those public high schools which should provide the largest financial aid in the way of equipment, laboratories, farm, and building; the State to appropriate to schools fulfilling these conditions \$2,500 a year out of the fund provided by the general farm-life school law.

The First Schools Established.

Only one school has been established under the general law, that at Vanceboro, Craven County. This county issued bonds to provide the equipment, and the school is just completing a successful year under the principalship of Dr. J. E. Turlington. Three schools were established in Guilford under her special act: at Jamestown, Pleasant Garden, and Monticello. These have been in operation for their third year and their success has been rather striking.

It was found difficult, however, to get an entire county interested enough in one school to bond itself to provide equipment, and this made the spread of the general plan slow. Besides, some other counties desired the privilege which Guilford had of establishing the farm-life schools in connection with existing rural high schools. So after the passage of the six months school law, which prevented any of the county school fund being used for other purposes before a six months' term had been provided, a section was appended to the Guilford law by the General Assembly of 1913 making this law applicable to any county of the State which had provided a six months term for every district.

Two schools were established under this extended act in the fall of 1913: Lowe's Grove, in Durham County; and Harmony, in Iredell. These have been in successful operation a year. Other schools have already been provided for under this act and will be opened next fall, as follows: Philadelphus, in Robeson County; China Grove, in Rowan; and Cary and Wakelon, in Wake. In Rowan and Robeson, which do not have a six months' term, the maintenance fund, instead of being taken out of the county school

fund, was appropriated by the county commissioners out of the county treasury.

Anlander, in Bertie County, has practically completed arrangements for a farm-life school in connection with the rural high school there. An excellent farm has been secured and it is hoped that the buildings will be provided in time for the opening of the school next fall. Plans for such schools are maturing with every prospect of success in Harnett, Sampson, Mecklenburg, and Wilson Counties; and Swain County is soon to hold a bond election for one of these schools in two townships.

The Chowan Special Act.

Another special act for a farm-life school was passed in the 1913 regular session applying to Edenton, in Chowan County, the conditions of which are so peculiar as to merit mention. The town of Edenton, paying two-thirds of all the county taxes, had a tract of "30 acres more or less" known as the "Town Commons," the deed dating back to an old colonial grant. This tract the town was willing to donate for a school farm. The Edenton Graded School District was willing to provide building and equipment for a farm-life school, but could not get the State appropriation because the town did not come under the 1,000 population limit. The special act allowed the arrangements to be made in spite of this irregularity, and the school is expected to open there in the fall.

Benefits of These Schools.

The benefits of the farm-life school to a county and the scope of its influence for uplift are incalculable. The first consideration is the effect upon the boys and girls. They not only gain the rudiments of intelligence, but are given a practical training in the problems and pursuits of their everyday life, training which will give them a firm grip on that life when they enter it. Instead of being trained away from farm life as they are in the city high schools, they become increasingly interested in it through knowledge and the ability to make country life profitable, comfortable, and beautiful. The exodus from the farm is checked.

Second comes the effect of the school on the county in general. The boys and girls graduate and go out from it as veritable apostles of light in spreading knowledge of scientific farming and home-making. The faculty of the school has a like influence. These trained specialists, through demonstration work and by organizing adult clubs throughout the county, extend their influence and that of the school far beyond the walls of their lecture halls, until it touches every class in every part of the county.

In the third place the farm-life school exerts a tremendous influence over the general body of rural teachers. It becomes in effect a county training school for teachers in the practical studies. The county teachers are given demonstrations and instruction on the school farm and in the laboratories, and the head of the Agricultural Department often is made the county supervisor of practical branches. Finally, not the least effective work done by the farm-life school is its co-operation with the demonstration and club work of the North Carolina College of Agriculture and Mechanic Arts, and of the State and National Departments of Agriculture.

The way in which this kind of school becomes a dynamic center of energy, radiating to every part

of the county, is well epitomized in the words of Superintendent Joyner, taken from the 1910 report.

Speaking of the effect of the farm life school, he says:

"The whole lump would be leavened. Intelligence would demand and more money would command for country life good roads, good schools, good churches, good vehicles, and the thousands of comforts and conveniences that break up the isolation of country life and bring into it all that is best of city life with-

out its worst. Thus, indeed, by training the children to find and make the most of the countless treasures God has hidden in soil and stream, in rock and tree, in plant and air and cloud, may the country life be transformed into the ideal life, and country men and women enter into the rich inheritance prepared from the beginning for them—a healthful life of freedom, fullness, sweetness, peace, and beauty. Then will men desire it more, seek it more, and live it more contentedly and happily."

WHY NEGLECT DOMESTIC SCIENCE IN ELEMENTARY SCHOOLS?

By Mabel L. Keech, Author of "Training the Little Home Maker."

The teaching of housekeeping in public schools is a much discussed subject in our country, and its importance is being more and more realized, with the prospect that it will soon become a part of the school girl's program. Domestic Science includes very little outside of cooking, and the necessity of a preparatory course is being keenly felt.

An argument to discourage this forward step is occasionally given to this effect, that the home itself should be sufficient for such teaching, and that to introduce it into the school would cause indifference to parental duty. It is true that mothers should work with their little daughters in the home and encourage them to do the pleasant, small tasks while they are young, thus creating a homelike atmosphere, but many mothers can not, others will not, and still others are not capable. Among the first class are those whose other home ties, such as caring for aged parents or earning the living for the family, prevent proper overseeing of the child's work. In the second, are those who have not a large portion of patience, and who would rather do the work themselves than be hindered by a child; also those who leave all their work to servants, thinking themselves and their children above such menial service, or preferring to indulge in a constant whirl of social life. Scarcely less to be pitied are those who have been robbed of comforts because of poverty, and who are ignorant and careless because they have never had a home to care for except a furnished attic or basement room in a tenement house.

It stands to reason that girls who are handicapped by such conditions in the home should have the instruction in school. Instead of parents feeling relieved of the responsibility and becoming more careless, their interest will be awakened by the enthusiasm of the girl over her school training, and they themselves will be incited to be more painstaking. Those mothers who are ideal in their home life surely will not object to their girls having an extra hour a week of housekeeping in school. Imagine the influence in the home when an eleven-year-old girl arrives, anxious to perform some duty which before has been disagreeable to her but now has its charms because it has been presented to her in a delightful manner at school, the mother is amazed and relieved that she can trust her daughter with these particular duties; the older brothers and sisters are proud and pleased, and the father is ready with his words of encouragement.

Did you ever see a girl clap her hands in glee because she is to be allowed to scrub the floor? She

will do this in a classroom, and if the teacher grasps her opportunity by expressing her pleasure at the pupil's diligence and at the results obtained, also by persuading her that the work at home can be as full of joy if done in the right way, the girl will go to her home with the desire to please, and with the spirit of helpfulness.

In the grammar grades a class begins its course in Domestic Science, which is one of the most important studies in the industrial line, because of its direct bearing upon the health of the community. The instructor is constantly hindered because many of the girls have not had their ideas of neatness, system and care sufficiently developed. If this class could have at least one year of housekeeping aside from cooking, before entering upon this special course, a better grade of work would be done and more general satisfaction experienced. The care of the kitchen, including neat dishwashing, cleaning cupboards and keeping them orderly, scrubbing tables, keeping floor swept and stove clean, these lessons carefully learned before those in cooking begun, would be invaluable in the Domestic Science classroom. Table-setting and serving are no less important, as every complete Domestic Science course does not neglect this part. Even washing, ironing and bed-making are closely related, as they cultivate a desire for all-round tidiness.

Would not a class in the branches mentioned, conducted in a manner attractive to younger girls, by using toys of a large size for equipment and songs to intersperse the lessons, be valuable as a course preparatory to the cook school? The fact must also be taken into consideration that some pupils leave school before reaching the grade for Domestic Science, and thus are entirely deprived of this line of training. A class in general house work can be introduced into intermediate grades, in order that they may learn the fundamental rules of housekeeping.

The economic and health values of such a course must not be overlooked. No way of teaching a child respect for the furnishings of a home, that she may not mar nor waste them, is more impressive than that of having a share in the care of them. And any girl of eight or ten can be made to understand that dirt and filth around the house are not companions of good health. The coming generations of mothers, of the poor, rich and middle classes, will be more efficient housewives, more cheerful home-makers—yes, even the divorce problem will in a measure be settled when more principles of housekeeping are instilled in the hearts and minds of all our young girls of today.

IMPORTANT SCHOOL LEGISLATION IN OHIO

The State of Ohio has recently reorganized its entire public school system. The new law now going into effect has the following interesting provisions as to supervision and certification of teachers:

County Supervision.

The County Board of Education, not later than July 20, shall appoint a County Superintendent for a term not longer than three years, commencing on the 1st day of August, 1914. The qualifications of the County Superintendent shall be:

1. At least five years' experience as superintendent and hold a high school life certificate or,

2. Six years' experience in teaching; two years' additional experience in teaching, and be the possessor of at least a three-year county high school certificate; or

3. Five years' experience as superintendent and be the holder of a county high school certificate, and also be a graduate from a recognized institution of college or university rank; or

4. Five years' teaching experience with one year's professional training in school administration and supervision in a recognized school of college or university rank, and be the holder of a high school certificate; or

5. Five years' teaching experience with one year's professional training in school administration and supervision in a recognized school of college or university rank, and be the holder of a county high school certificate, and be a graduate from a recognized institution of college or university rank..

Any teacher who has the above qualifications, regardless of where they live, are eligible to apply for these positions.

The County Superintendent shall be the Clerk of the County Board of School Examiners. The other two members of the examining board shall be a district superintendent and one other teacher who shall teach in the county school district or exempted village district.

The County Board of Education has the power to divide the county into supervision districts, and over each of these supervision districts there shall be a district superintendent. This district superintendent will have from 20, the minimum, to 60, the maximum, number of teachers. The State will assist in paying the district superintendents' salary. The State will pay one-half up to \$750; and in case of the County Superintendent the State will pay one-half up to \$1,000. Thus the district superintendent's salary will be \$1,500 and the County Superintendent's salary will be \$2,000. But higher salaries can be paid if the boards electing each of these superintendents desire to do so. These district superintendents are to be elected by the boards of education for which they work. Their qualifications are:

1. Three years' experience in school supervision and be the holder of at least a county high school certificate; or

2. Four years' experience in teaching, one year's additional experience in supervision or one year's training in supervision in an institution of college or university rank, and be the holder of State life and county school certificates; or

3.. Three years' experience in teaching, gradu-

tion from a first grade high school or its equivalent, and in addition thereto two years' work in professional training in a recognized institution of college or normal school rank.

The first election of a district superintendent shall be for one year, and he may be elected for a term not to exceed three years after he has had one year's experience. The County Superintendent is given authority to nominate district superintendents, and the district superintendents are given authority to nominate teachers.

Certification of Teachers.

Hereafter the State Board of School Examiners shall issue life certificates to teachers who meet certain qualifications.

All teachers who now hold a two, three, five or eight-year certificate and have five years' experience are exempt from normal training. Teachers that do not possess these qualifications shall take professional training before entering the profession, as follows:

After January 1, 1915, not less than six weeks of professional training will be required for elementary certificates. This professional training will increase six weeks each year, and by 1920 all teachers must have one year's professional training and at least two years' instruction in a recognized high school.

After January 1, 1915, all applicants for special and high school certificates shall have had at least two years in an approved high school, and after January 1, 1920, such applicants shall be graduates of a first grade high school or its equivalent. They shall also possess the qualifications enumerated for elementary certificates. Any teacher that takes an examination will be given a certain number of questions in each branch and also a practice test in actual teaching. This practice test in actual teaching is to be given by the district or County Superintendent, or the person in charge of the practice work at the Normal School or university.

Three Normal Schools in each county will be established in connection with first-grade high schools for the training of rural teachers. These will receive \$1,000 annually and will be located by the Superintendent of Public Instruction..

The Friends' School, Germantown, Pennsylvania, gives annually a list of questions to test general information. The questions are reasonable enough, but here are a few of the answers: Name the American Ambassador to Great Britain. Ans.—Mrs. Pankhurst. William Sulzer—running for President of Mexico; Martin Luther—a Methodist minister who wrote hymns; Madame Homer—a Frenchwoman who invented radium; a Greek singer. What is raw water? How are its dangers averted? Ans.—By not drinking it. What is a semaphore? A boy in his second year at college.—Western School Journal.

Dinner is served to the girls who come to the evening classes in the Washington Irving High School, New York City. Instead of going to public restaurants, the girls come directly from work to the school, and spend the intervening time in the "gym" or reading rooms.

A SKETCH OF FRIEDRICH WILHELM FROEBEL

By Miss Hattie Scott, Asheville, N. C.

Friedrich Wilhelm Froebel was born in Oberweissbach, Germany, a village in the Thuringian Forest, April 21, 1782. His father was pastor of the Lutheran Church. His mother died before he was a year old, and as his father was a very busy man, and had little time to devote to his home and family, the child was left to the care of servants and to his older brothers. Throughout his life he was a stranger to his father, who was a stern, religious man, who never understood his troublesome, dreamy, neglected child.

When he was four years old his father married again, and for a while his new mother gave him love and care, but as soon as she had a son of her own he was again left to the care of servants and to his brothers. He had no education except what he received from the woods, the birds and the flowers, all of which he loved very dearly. He would wander into the forest, which rose from the churchyard near his home, listen to the wind in the trees, watch the movements of the wild animals, or work among the plants and flowers in his father's garden.

His father taught him to read, but with great difficulty; he was then sent to a girls' school where they spent most of their time learning hymns and Bible verses. There he learned the verse, "Seek ye first the kingdom of heaven," etc., which had such an influence over his life and work.

When Froebel was ten years old he was taken by his mother's brother, who had lost both wife and child. He was a gentle, earnest man and he loved the boy very dearly, and for four years young Friedrich had a free and happy life. He was sent to school where he had companions and games, and, while it must have been a bad sort of school, he learned reverence for his uncle, and many things about plants and animals.

The time had now come for him to earn his living, or at least to choose his vocation, so for two years he was apprenticed to a Forester in Thuringia. His object was to learn forestry, geometry and surveying, so, in addition to farming, later on he might be a thorough agriculturist. He was much alone in the forest and botany became a great passion with him, so much so that he says, "My religious life now changed to a religious communion with nature." His desire for knowledge, mathematics and natural science had become so great that nothing could turn him aside from it, and arrangements were made for him to spend a while at the University of Jena. But instead of studying he was thinking about Unity, the relation of the whole of nature to its parts and the parts to the whole. So after a great deal of trouble he gave it up and returned home.

He then tried architecture for a while, but a disciple of Pestalozzi's, Dr. Gruner, felt Froebel was a born teacher, so begged him to come and teach in his school in Frankfurt, which he did very gladly.

In a letter to his brother he said, "It seemed as if I had found something I had never known, but always longed for, always missed." About this time he became interested in Pestalozzi's work at Yverdun, and in 1808 spent two years in the work there.

He said of Pestalozzi: "He sets one's soul on fire for a higher and nobler life, though he had not made clear or sure the exact road towards it, nor indicated the means whereby to attain it."

He enlisted in the army in 1813, and while his regiment saw nothing of actual fighting, he enjoyed the life and was delighted with the idea of German Unity. He met two students younger than himself, who became his comrades. These were William Middendorff and Henry Langethal, who later became his devoted friends. He was a teacher and a reformer from 1816 to 1852. "He married Henrietta Wilhelmina Hoffmeister, a very admirable, self-sacrificing and cultured woman," a lover of nature and children. He published a good many things from time to time, among them the "Education of Man," but unfortunately he was very unbusinesslike, and they reached few people. He opened his first kindergarten at Blankenburg, and later others at Rudolstadt and Gera.

"The outward success of the Keilhau School was due to a considerable extent to the labors of Henrietta Froebel." "Her hopefulness and trust in God under all circumstances" made her the true helpmeet and support of Froebel in his work.

Perhaps there was not a more satisfactory time in the life of Froebel than during his Normal School at Marienthal, in Liebenstein. Froebel was married a second time in 1851 to Luise Levin, one of his pupils in the Normal School. In less than a month after his marriage kindergartens were prohibited in Prussia by the Minister of Education, which was a great blow to Froebel, and which probably helped to shorten his life.

"Truly Froebel was a man of sorrows and acquainted with grief, in the light of worldly success." He had his own reward in his peace of heart and soul, for he lived above his struggles and so was never unhappy. He devoted his entire life to his ideal, sacrificing every selfish interest in loving service for others.

Expressions on Froebel and His Work.

"Froebel's personal experience, the yearning of his soul for love, the thirst of his mind for knowledge, were never really satisfied, and he was forever finding himself driven back anew on the innermost depths of his nature, left to stand by himself alone.

Up to the years of early manhood the gulf between his outer surroundings and his inner world became greater and greater and his young spirit suffered deeply in consequence.

The pain that he experienced incited him to search out the cause of it, and this he found in the sharp contrast that existed between his inner and his outer world."—Barnard.

"Character building is the supreme aim of Froebel's educational system. His principles of moral and religious culture are therefore worthy of careful study."—James L. Hughes. Froebel's Ed. Laws.

"Every teacher may climb where others never climbed. For the sake of humanity and for our own growth we should climb along new paths lighting beacon fires as we go up. The best thing we can do for another soul is to start it to climb for itself."

NORTH CAROLINA JOURNALS OF EDUCATION--A HISTORY

By Miss Ruth Groom, Greensboro, N. C.

The first of the Educational Journals in this State was published in the interest of the common schools, which were still in their infancy. Feeling that they needed help and support, and because "he was so deeply interested in the school and in the children," Dr. Nereus Mendenhall resolved upon rendering what assistance he could through a teachers' periodical. As a result of this interest there appeared the "Common School Advocate." The prospectus for this journal appeared in February, 1849. In this prospectus we read that "the publication will be commenced in Greensboro, so soon as a sufficient number of subscribers can be obtained to defray the expenses of printing." Evidently a sufficient number of subscribers was not obtained for some time, for it was not until the first week in May (1849) that the first number appeared.

The Common School Advocate.

We read that the purpose of this journal was "to diffuse information on the subject of education—with the especial view of improving the character of our common schools." It was intended "to give an account drawn from the public documents and other sources, of the origin and progress of our common school system, to compare it with that of other States here and in Europe, thus noting our improvement over former years and suggesting the means of overcoming the defects and difficulties under which we still labor. This will lead us to investigate the sources from which school funds are derived, the modes of their application, the preservation of order in the schools, the selection of proper books for study, the recreations suitable for the pupils, the treatment necessary for different dispositions, etc."

This effort in the advancement of the interests of the common schools appeared not only in the pages of the "Advocate" but in a more material way. Early in September (1849) a notice was issued, in the "Advocate," calling for a meeting of the teachers of "Guilford County * * * at the Free School house in Greensboro, at ten o'clock on the 27th of October." To this the friends of education generally were invited, to plan and suggest some means for the improvement of the common school system. The teachers met and organized, and among the resolves adopted we find this one: "Resolved: That we believe the 'Common School Advocate' calculated to advance the interests of our schools and of sound popular education, and therefore recommend that paper to the patronage of the people of the State generally." Thus we see that, so far as is known, to Dr. Nercus Mendenhall is due the credit of calling together the first convention of teachers and assisting in the organization of the first teachers' association in the State.

Calvin H. Wiley's Journal.

Unfortunately at the end of a year Dr. Mendenhall was forced to suspend the "Advocate" on account of lack of support. The publication of the "Common School Advocate" was never resumed, neither was any other educational journal published in the State until 1856, when Dr. Calvin H. Wiley shouldered the responsibility and became the editor of the "North Carolina Common School

Journal." This Journal was published at Greensboro and Raleigh, and issued quarterly, the first number appearing in September, 1856. Four thousand copies a year were issued and distributed free of cost to the various school committees of the State.

In the pages of the second number of this Journal we find an account of the proceedings of the Educational Convention held in Salisbury, October 21, 1856, which formed the nucleus for the first permanent State Educational Association perfected at Warrenton, July, 1857, and recommending the establishment of branch societies in all the counties. At this convention a "committee was appointed with the Superintendent of Common Schools in endeavoring to devise ways and means of changing the Journal into a monthly publication."

However, that could not be, for the publishing house of Messrs. A. S. Barnes & Co. and G. C. Merriam, who were bearing the expense of issuing the Journal, withdrew their support, and after the publication of two more numbers, whose expense Dr. Wiley himself bore, it ceased in the summer of 1857.

The Teachers' Assembly Acts.

Nevertheless there was still to be a Journal of Education in the State, for the State Teachers' Association adopted a resolution "That the president of the Association appoint a committee of five, whose duty it shall be to take the necessary steps for the permanent establishment of a monthly journal for the promotion of the general educational interests of North Carolina." This committee was duly appointed and in the summer of 1857 issued a "prospectus of the North Carolina Journal of Education," which said, "the Journal is to be devoted entirely to the interests of Education, and will be published under the auspices of the State Educational Association. It will be the organ of the Association and of all affiliated or subordinate Associations in the State. It will labor to promote the great cause of Education, in all its grades, as one cause, and to foster a general sympathy between teachers and officers of Common Schools, Academies and Colleges, as co-laborers in that one great cause. It will strive to advance the interests of the Common School system of the State, as underlying all other interests, and sustaining on its vast granite base our great educational structure, and will furnish a channel of communication between the General Superintendent of Common Schools and those who feel an interest in their welfare, the Journal will be edited by a board of editors, composed of C. H. Wiley, Superintendent of Common Schools, and a number of the leading teachers of the State, and one local editor, who will receive all communications and superintend the publication." The local editor was J. H. Campbell, and among the fourteen other editors were Samuel H. Wiley and Braxton Craven. The first number was to appear in September, 1857, but on account of delay it was not issued until January, 1858. It was distinctly the organ of the State Teachers' Association and in 1862 the Legislature made an appropriation of \$600 a year out of the Literary Fund for four years with the understanding that the Association conduct the "North Carolina Journal of Education."

to be edited under the direction of the State Superintendent.

In the matter of suggesting a means of supplying the State with competent teachers, the North Carolina Journal of Education, edited by Dr. Wiley, was one of the first to take the lead. Not only did it assist greatly in that direction by helping in the organization of the State Teachers' Association, but it advocated directly the subject of Normal Schools. It is among the pages of the first volume that we see an article in which are presented some plans, and their drawbacks, for establishing Normal Schools, while in the next number of the Journal we read an editorial in which a call is made for all who can to attend the coming meeting of the Teachers' Association as "the propriety of establishing State Normal Schools, for the professional training of teachers, will probably be one of the most important subjects for discussion."

War Time Troubles.

But it seemed that this Journal also was doomed to many vicissitudes of fortune, for in 1862, on account of the war, half of the Journal's exchanges were suspended. Nevertheless there was no serious change in the Journal itself until 1863 when, on account of fire in March, the "Times Publishing House," where it was published by Cole & Albright, was burned. After that the size of the Journal was reduced, and instead of a monthly it became a bi-monthly magazine. From that time the Journal existed with difficulty in consequence of a scarcity of paper, a smaller number of subscribers and increased prices, all due to the war. Nevertheless it was not until 1864 that its publication ceased altogether.

Ten years had elapsed before another attempt was made to publish an educational journal in the State. In 1874 Mr. Stephen D. Pool, then State Superintendent of Public Instruction, ventured to edit the "North Carolina Journal of Education." This journal was published at Raleigh during the years of 1874 and 1875. Such articles appeared as "A Good Education," "Teachers Who Err," "Three Great Artists, Da Vinci, Angelo, Raphael," "School Hygiene," "Learn About the Pulse," also, an article on the founding of "St. Mary's School, Raleigh, N. C."

A Successful Venture.

The next venture toward publishing an Educational Journal was made by J. F. Heitmann in 1881, when he undertook to edit monthly the "North Carolina Educational Journal" at Chapel Hill, N. C., where it was published until October, 1883, when it was moved to Trinity College, Randolph County. From this place the Journal was published until 1886, the last number appearing December 1, 1885, when it was suspended. The firm of W. G. Blackwell and Co., Durham, N. C., were the printers of the paper. The first number was issued on January 15, 1881.

Taken as a whole the Journal was a practical periodical for teachers and realized its purpose in the publication of such articles as "The Primary Teacher: Her Work and Her Fitness for It," "The Schoolroom—School Government," "Primary Arithmetic," "Suggestions to Primary Teachers." In addition to such articles as the above there were published in the Journal letters from the superin-

tendents of the different counties in regard to their work; also announcements of the plan and time of meeting of the various Normal Schools of the State as well as accounts of the meetings of the State Teachers' Association.

Beginning with the second issue, the Journal maintained a department headed "North Carolina Historical Archives." It was intended to publish annually in book form the articles appearing in this department of the Journal. Among the contributors for this department appear the names of Capt. J. A. Graham, Maj. J. W. Moore, John S. Henderson, Col. W. L. Saunders, and Hon. W. W. Holden.

Perhaps the most distinctive feature of this Journal is the large number of noted contributors and some of their contributions. In the list of contributors we find the names of such men as Mr. J. C. Scarborough, Dr. Kemp P. Battle, Dr. Braxton Craven, Dr. Calvin H. Wiley, Major Robert Bingham, Dr. Geo. T. Winston, Prof. A. M. Mangum and Prof. W. C. Doub. Among the noteworthy contributions we find the "History of Common Schools in North Carolina," by Rev. C. H. Wiley, beginning in Vol. I, No. 6, June 15, 1881; in Vol. I, No. 8, August 15, 1881, the "History of North Carolina Journalism," an address delivered before the Press Association at Winston, June 21, 1881, by W. W. Holden, also a "History of North Carolina," a compilation by J. F. Heitmann.

In the January number for 1885 we find this announcement: "The Trinity College Magazine having suspended for a time, we have arranged to give one page of this Journal to Trinity College matters.

. . . The Journal with the exception of this page, will be, as heretofore, devoted to educational matters in general." Henceforth there was one page in every number of the Journal devoted to affairs of interest in and about the college. However the use of the page was open to the students for only a year, for in the December issue of the same year we read of the suspension of the Journal on account of "the numerous and arduous duties in connection with the College Work" of the editor.

Nevertheless the work of an educational journal in the State was not to cease with the suspension of the "North Carolina Educational Journal." Two years before its suspension "The North Carolina Teacher" was begun by Mr. Eugene Harrell, at Raleigh, N. C., and published monthly by the firm of Alfred Williams & Co.

The North Carolina Teacher.

The "North Carolina Teacher" undoubtedly served as an educational journal of practical value for the graded school teachers of the State; and it was a real deprivation to some when the publication ceased with the June number 1895.

During the career of "The North Carolina Teacher" two other journals of education had their existence, they were, "The School Teacher," and "Western North Carolina Journal of Education." "The Schoolteacher" was begun January, 1887, and issued monthly at Winston, N. C. At first Mr. W. A. Blair and Mr. J. L. Tomlinson were the editors and proprietors, but at the end of ten months Mr. Tomlinson sold out (November, 1887) to Mr. W. A. Blair, thereby severing all connection with the journal. From this time the Schoolteacher was issued at both Winston, N. C., and Baltimore, Md. After having been editor for several years Mr. Blair

sold his interest in the Journal to Dr. J. F. Crowell, of Trinity College, who edited it for about two years. In August, 1890, "The Southern Educator" was begun at Durham, N. C., and until about 1893 issued monthly. After that time it was issued weekly until 1898, when it was suspended. Mr. Edwin S. Sheppe was the editor of this journal, which was a continuation of the Winston "Schoolteacher."

The purpose and the policy of "The Schoolteacher" we find couched in the following words: "We recognize the increased interest in education, and desire to add our torch, enkindled as much as may be, to the flame of properly inspired enthusiasm as well directed endeavor that shall burn on and shed a beneficent light far and near."

The Schoolteacher.

The "Schoolteacher" can perhaps boast of the largest number of noted contributors than any of the North Carolina educational journals. We find in the list of contributors the names of Dr. Eben Alexander, University of North Carolina; President Chase, Haverford College, Pa.; Professor Collier Cobb (then) Harvard University; Dr. J. F. Crowell, New York; Dr. A. M. Elliot, Johns Hopkins University; P. P. Claxton; T. M. Balliet, Superintendent Schools, Reading, Pa.; S. M. Finger, State Superintendent Public Instruction; Prof. H. H. Williams, Yale University; W. T. Winston, University of North Carolina; Rev. Edward Rondthaler, President Salem Female Academy; Prof. M. C. S. Noble, Superintendent Schools, Wilmington.

The "Schoolteacher" showed that it was suited to the practical needs of the public schools of the State in the publication of such articles as "Plan of Elementary Instruction," "The Use of Standards," "Plain, Practical Suggestions to Young Teachers," by T. J. Mitchell, President State Normal School, Florence, Ala.; "One Hundred Books for Teachers," "The Elements of Success in Teaching." Among the more interesting articles are found "The Peopling of North Carolina," by Professor Collier Cobb; by the same author, "North Carolina in Colonial Days," "Annual Address by Prof. E. A. Alderman, President North Carolina State Teachers' Association," and interesting are the articles "Higher Education of Women in the South" and "Higher Education of Women in North Carolina," by Dr. Horace Williams.

The other journal, "The Western North Carolina Journal of Education," did not have quite so long an existence as "The Schoolteacher." This Journal was begun by Mr. D. L. Ellis, August, 1891, at the Fair View Collegiate Institute. Later it was moved to Asheville, where it was issued with Mr. Ellis as editor until 1892, when the Journal passed into the hands of Mr. Walter Hurst.

The Journal was issued monthly for ten months in the year by Mr. Furman, publisher. It was begun with the purpose "of uniting and fostering the educational interests of the mountain counties, and as the official organ of the 'Western North Carolina Teachers' Association' helped much in that way." Among the contributors we find the names of such men as Superintendent Finger, Dr. R. H. Lewis, Dr. Geo. G. Winston, J. D. Eggleston, P. P. Claxton, Dr. E. A. Alderman, and Dr. Charles McLeoud.

Claxton's Journal.

In August, 1897, Mr. P. P. Claxton, then of the

faculty of the State Normal College, together with the assistance of Mr. Logan D. Howell undertook the editorship and management of an educational journal for the State, and called it the "North Carolina Journal of Education." The Journal was published monthly at Greensboro, N. C., uninterruptedly for three years. After that time it was suspended for six months, only to be resumed again in February, 1901. In July, 1901, the "North Carolina Journal of Education" became the "Atlantic Educational Journal, published at Richmond, Dallas, and St. Louis, P. P. Claxton retaining the editor's chair. On the editorial page of the June, 1898, number Mr. Claxton's name alone appears, Mr. Howell having severed his connection with the Journal. In June, 1900, Mr. T. Gilbert Pearson became the business manager of the Journal. This Journal was perhaps more helpful to the teachers of the State than any of the foregoing educational periodicals. Born with a purpose it strove to accomplish that purpose and seems to have succeeded well. In the first number of the Journal we read what that purpose was: "The one supreme question for us in North Carolina and the South is the better education of our children; and the one great problem, how to secure this. To aid in the solution of this problem is the only reason for the existence of this Journal.

. . . It will strive to help the teacher in the schoolroom and to aid the school officer in the discharge of the duties of his office. It will aim to stimulate and direct a stronger and juster educational sentiment among the people. It will offer to teachers a means of communication. . . .

Apart from the fact that this journal was of such practical value to the teachers at that time, it may be distinguished by the large number of eminent men who contributed to it. Some of their contributions likewise are of value. Among such articles we find the following: "Sketches of the History of the University of North Carolina," by Dr. Kemp P. Battle; an unpublished letter of Robert Edward Lee; "Literature and How to Teach It," by Dr. C. Alphonso Smith; "Classical Training," Dr. Eben Alexander; "What Kind of Normal Training Does the Common School Teacher of the South Need?" "The Progress of Education in the South in the Last Twenty Years," W. T. Harris, Commissioner of Education of the United States.

Among the noted contributors we find Professor W. H. Toy, Dr. Eben Alexander, Dr. J. L. M. Curry, T. Gilbert Pearson, Dr. C. Alphonso Smith, Dr. Geo. J. Ramsay, Dr. Geo. T. Winston, Mr. J. Y. Joyner, Dr. J. I. Foust, Dr. E. A. Alderman, and Dr. Charles D. McIver.

Another interesting feature of this periodical consists in the amount of attention given to nature study. We find many articles dealing with the study of birds, submitted by Mr. T. G. Pearson, and with astronomy and other nature studies by Miss M. W. Haliburton.

Taken as a whole the North Carolina Journal of Education, edited by Mr. P. P. Claxton, stands out in one's mind as perhaps the most valuable of all the educational journals ever published in the State.

North Carolina Education.

Our next educational journal is still being issued. It is published monthly at Raleigh, N. C., with Mr.

(Continued on page 15.)

MOTHERS' DAY--ITS ORIGIN AND CELEBRATION

May 10th of this year is not only Memorial Day for the South, but is the nation-wide date for the observance of Mother's Day. This celebration in honor of home and parents, from small beginnings some three or four years ago, has grown to be a celebration of national and even international observance. Among all the many holidays and celebrations, civic, patriotic, traditional, and religious, of the nations of the world, Mother's Day touched the most universal chord of sentiment in the human soul, the love of Mother and of Home, and, making this deep and universal appeal, the idea spread with marvelous rapidity until all over the United States, in city, town, and hamlet, and in many other nations of the earth, the day is celebrated by the wearing of that emblem of beauty and purity, the white carnation.

The celebration is confined to no one sect, to no creed, or class. It is not religious, patriotic, traditional, or civic; it is all of these, and more. It is celebrated in churches, in Sunday-schools, in schools, public and private, in colleges and universities, in fraternal orders, in business organizations, in legislative bodies, and by the individual in private, unaffiliated with any organization, as a voluntary votive tribute to the highest instincts of human nature.

Mother's Day was founded by Miss Anna Jarvis, of 2031 North 12th Street, Philadelphia, Pennsylvania. Since no nation had a specific day set apart for the celebration of the home and of motherhood, she conceived the idea that such a day would find ready acceptance, and she propagated the idea with quick success.

The object of Mother's Day is to hold an international, world-wide and simultaneous celebration for the well-being of the home. It is equally a celebration of Father's Day, and is designed to deepen and perpetuate all family ties.

It is celebrated in a variety of ways which sentiment may prescribe. The outward symbol of its observance is always the wearing of the little white flower. Services are held, sermons are preached on the theme of the home, special exercises are held in schools and colleges. But the essential form of its observance is by the individual, through some distinct act of kindness, visit, letter, gift, or tribute, showing remembrance of the father and mother, to whom grateful remembrance is due.

The second Sunday in May is the time of observance by churches of all denominations and creeds. Schools celebrate on Friday, and business and other organizations on Saturday preceding this second Sunday in May. The slogan for the day is "In Honor of 'The Best Mother Who Ever Lived,' the Mother of Your Heart."

Encouraged by the wide and enthusiastic acceptance of the idea, the founder, Miss Anna Jarvis, organized the Mother's Day International Association, for the purpose of promoting and protecting the observance of Mother's Day in all countries, and to propagandize and carry forward the movement. In the United States, President Woodrow Wilson and ex-Presidents Theodore Roosevelt and William Howard Taft are honorary national officers of the association. In each State, the Governor or other State officer, or some other person of prominence, is an honorary vice-president.

The Federal, and many of the State governments, have taken cognizance of the day and have lent their

influence to encourage its observance. On May 10, 1913, a resolution passed the United States House of Representatives and the Senate commanding Mother's Day for observance by the House and Senate, by the President of the United States and his Cabinet and other heads of government departments. In Nebraska the Legislature of 1913 made Mother's Day a State Flag Day in honor of the patriotism of Nebraska's true homes and mothers. In May, 1913, the Legislature of Pennsylvania made Mother's Day a State holiday. Since 1912, Governor Colquitt, of Texas, has made it an annual custom to pardon a number of prisoners on Mother's Day.

A distinct variation on the idea of Mother's Day was made in 1913 in the city of Boston, when, under the direction of Mayor Fitzgerald, a Civic Mother's Day and Municipal Picnic was held for the benefit of the poor mothers and children of the city. At that time 15,000 to 20,000 mothers and children were given an outing and entertainment at the beautiful 240-acre suburban reservation, Franklin Park.

The aim of this novel experiment was to give a day's recreation to mothers who have not had a vacation from the city and who get few opportunities for such enjoyment of city parks as was planned for this occasion. Churches, organizations, settlements, playground instructors, and policemen were asked to help distribute the 5,000 free tickets among deserving mothers, who were naturally expected to take their children along for the outing.

A special program of recreation both for mothers and for little folks was carefully planned. Besides the grassy slopes, the sunshine, and the fresh air of the beautiful park, there were orchestras, vocal quartets, hurdy-gurdies, brass bands, automobile rides, and Punch and Judy shows. A professional story-teller moved about from group to group entertaining the children with delightful fanciful tales. The mothers profited by talks provided by the Milk and Baby Hygiene Association; and there were special demonstrations of group games, races, folk-dancing, and dramatized stories by about 3,000 children from fifty-two playgrounds. Democracy was symbolized by the mingling of people of all nationalities and by the mayor dancing with the children of the poor. The day closed with the impressive service of swearing allegiance to the flag.

Of course this celebration was not a part of the celebration of Mother's Day as we know it and as it was originated by Anna Jarvis, but it was an outgrowth of the idea, directly inspired by the Day of the White Flower, and shows one of the many forms and variations which may grow out of Mother's Day.

WASN'T THAT SLICK?

The usual crowd of small boys was gathered about the entrance of a circus tent in a small town one day, pushing each other and trying to get a glimpse of the interior. A man standing near watched them for a few minutes, then walking up to the ticket-taker he said, with an air of authority:

"Let all these boys in, and count them as they pass."

The gentleman did as requested, and when the last one had gone he turned and said: "Twenty-eight, sir."

"Good," said the man, smiling as he walked away, "I thought I guessed right."

North Carolina Education

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Teaehler, please leave your reecords in good shape
for the next teaehler, even though you succeed your-
self.

Miss Elizabeth Avery Colton, of Meredith College, was elected President of the Association of College Women at the Louisville meeting.

The time is approaching when the high school graduate or quittuate will begin applying for a job. Following his installation into office will come the old controversy "What is the matter with the public schools?"

Superintendent Green, of Durham, has resigned and Superintendent E. D. Pusey, of Goldsboro, has been elected to succeed him. Few men in North Carolina have accomplished more in school administration than Superintendent Pusey.

"To Whom It May Concern" has started his rounds again. But who will dare say that he is not a powerful factor in selecting teachers. Many a committeeman spreads out these bright letters on his knee some Sunday morning just after breakfast, goes over the contents of each and selects his teacher after a carefull mathematical ealculation of the good points recounted in each. This is the mathematical scale of measuring good teachers.

What is needed most in North Carolina is a group of men who will come together and pledge themselves to break up the present city school organization as it is managed and conduct systems of schools that have the one purpose of reaching every child regardless of any school machinery. Why should a weak child physically be required to carry the full program? Why should all girls be required to study Allegation Medial and Mathematical Geography? Why should country boys be required to spell out the doings of Sir Roger de Coverly? Why should a repeater go over the things he has positively refused for a year to study?

In planning your courses and classes for another year, why not study the work of each pupil and go group your classes and arrange your studies so as to get the greatest response from your pupil. It is nothing short of professional stupidity to say that next year's pupils must fit into the academic molds arranged for last year's pupils.

Vocational education is all right. But, my dear sir, the same kind of vocational education needed in Boston may not be what is needed in Raleigh; and what Raleigh needs may be different from what Durham needs. Remember that, when you become aroused on the subject. What is vocational education in one place may be purely disciplinary training in another place.

If you do not know how to organize your school for the benefit of the pupils, spend the summer studying some school man who does know how. There is a tremendous demand in North Carolina for a number of men who really knew how to conduct a school system for the benefit of all the children. We are not implying that we have none; but simply calling attention to the fact that the demand exceeds the supply.

"The ungraded class," says President C. G. Pearse, should be a class of opportunity. In it the boy or girl who is backward in all subjects, or in one or two subjects, should be given an opportunity to work hard and make up time, so that as soon as possible he may be fit for a place in a class and grade in which his class-mates are of similar age and ability, and have in quantity, if not in kind, a somewhat similar experience in life."

The St. Cloud, Minn., high school requires sixteen units for graduation. One credit may be in one of the following subjects: Literary society work; work in any of the local trades, shops, or factories; clerking in store, bank, bindery, or office; steady work on farm followed by a satisfactory essay on some agricultural subject; horticulture, gardening, or poultry raising; domestic science work of various kinds; travel with written description, etc.

When the public high schools were established in the larger cities during the first half of the 19th century, the classics formed a rather insignificant part of the program of studies. In fact some of the schools did not include the classics in the program at all. Such an anomolous condition as our fixed group of subjects, embodying almost exclusively the classics and disceiplinary mathematises, is the product of the smaller organizations whose superintendents have been too anxious to conneet with the colleges. May the dead deliver us from the tyranny of "the system."

WILLIAM HENRY RAGSDALE.

The State papers have already told of the death of Superintendent W. H. Ragsdale, of Pitt County, and paid deserving tribute to his memory. It is easy to speak in general terms of the value of such a man to society. But he wrote so little and left in tangible form so few evidences of his larger work that only the few who were associated with him for more than a quarter of a century realize what a force he was in the State's educational progress. Many men who have served the State less well have had the faculty of so preserving their effects and of registering value after value that when the time came to tell of their services their deeds were so well preserved that the task of writing their biography was too easy to be really accurate. Not so with Superintendent Ragsdale. He gave himself away so fast and in such quantities spiritually that when he died the greater part of his life was already merged into the lives of thousands whom he had aided. We read that he was Principal of the Vine Hill Academy, of the Male Academy of Greenville, Superintendent of Pitt County schools, President of the North Carolina Teachers' Assembly, Chairman of the State Text-Book Commission, one of the founders of the East Carolina Teachers' Training School, and Professor of School Administration. But the offices held by him signify so little. They, like machines that they are, may continue to speak his name; but they can not tell of his unselfish interests in and services to public education at a time when to plead for the training of all the children was unpopular. His county may point to the new schoolhouse, graded schools, and public high schools for another generation and speak his name with affection; but they are unable to sound the depths of that enthusiasm that was caught by his teachers and translated to their pupils. Patrons may tell their children of the superior educational advantages to be secured by all classes and speak reverently of the man who brought about such changes within their own lifetime; but they can not estimate the subtle influence which has quickened the moral and industrial life of this generation and made it richer in both spiritual and material things. The many Teachers' Assemblies of the State will easily recall his striking personality, his familiar gray hairs, his cheerful optimism, and his wise leadership; but no man can measure the amount of the practical that he translated from the theoretical and diffused among the State's educational, political, and industrial leaders.

He was a practitioner in the best sense of the word. None knew the public mind better and none served it better; and his life is both a protest and a contradiction to the frequently repeated notion that an extremist is necessary to jolt humanity out of its ruts in order to make the world progress. He

was a real leader, always a leader and always progressing, sometimes slowly, but always progressing. It is better for humanity that he was continually giving himself away, so that when he died he merely separated himself from his larger work. But he left little out of which to build a biography. That is the tangible thing which, like his body, declined with the years, although his spiritual self became vaster.

E. C. B.

SUPERINTENDENT JOYNER PRESIDENT OF THE SOUTHERN EDUCATIONAL CONFERENCE.

For thirteen years we have had two Southern educational societies meeting at different times of the year. The Southern Educational Association was organized about thirty years ago and has had a continuous and profitable career. The Conference for Education in the South broadened out into a real live society in 1901 when it met at Winston-Salem. For many years this organization was ridiculed by a few leading newspapers and was derisively referred to as the Ogden movement, because of the liberality of Mr. Robert C. Ogden, of New York, who made the larger work of the organization possible. But these voices are silent now.

For a number of years it has been the opinion of most educational workers in the South that there was no need for two Southern educational societies and that the two ought to be merged into one. But somehow the man and the occasion never met until the Louisville meeting, when Hon. J. Y. Joyner, of North Carolina, was elected president of both organizations, and in this way the two became one. It was a happy union. It is so easy for Dr. Joyner to make things happen. In fact his presence makes things happen. Now we shall have one great educational organization for the Southern States.

ENGLAND'S RELATION TO THE PANAMA CANAL.

In 1848 the United States acquired California from Mexico. Simultaneously gold was discovered there. The rush of emigration caused this country to consider how to get an easy route to its new possession. In 1849 Nicaragua granted to us the right to construct a canal across her territory. But the eastern coast of Nicaragua, including one end of the proposed canal, was occupied by the Mosquito Indians, over whom Great Britain claimed a protectorate. Great Britain, fearing that a canal under our exclusive control might not be open on equal terms to her vessels, and that thus her commerce would be injured, dispatched vessels to the Mosquito coast and raised her flag. War was imminent. Finally the Clayton-Bulwer treaty of 1850 was negotiated. Great Britain surrendered her claim to the Mosquito coast, and in turn we agreed to cancel

our canal concession. Instead, it was agreed by the two countries in Article I:

The governments of the United States and Great Britain hereby declare that neither the one nor the other will ever obtain or maintain fort itself any exclusive control over the said ship canal; agreeing that neither will ever erect or maintain any fortifications commanding the same, or in the vicinity thereof, or occupy or fortify, or colonize, or assume, or exercise any dominion over Nicaragua, Costa Rica, the Mosquito coast, or any part of Central America. . . . Nor will the United States or Great Britain take advantage of any intimacy or any alliance, connection, or influence that either may possess, with any State or government through whose territory the said canal may pass, for the purpose of acquiring or holding, directly or indirectly, for the citizens or subjects of the one any rights or advantages in regard to commerce or navigation through the said canal which shall not be offered on the same terms to the citizens or subjects of the other.

Article II said that vessels of the United States or Great Britain, "in case of war between the contracting parties, be exempted from blockade, detention, or capture by either of the belligerents"; Article V provided that when the canal should be completed the two countries "will guarantee the neutrality thereof, so that the said canal may be forever open and free." Article VI provided for an invitation to other countries to join in the neutralization agreement. Article VIII provided that whatever communication, whether of canal or railway, should be established anywhere from Tehuantepec to Panama, "open to the citizens and subjects of the United States on equal terms, shall also be open on like terms to the citizens and subjects of every other State which is willing to grant such protection as the United States and Great Britain engage to afford."

The Clayton-Bulwer treaty being an irrevocable contract because each country had surrendered substantial rights in favor of the other, it was necessary to secure Great Britain's consent when we proposed to construct the canal. Great Britain, by the Hay-Pauncefote treaty, consented to what we asked, but stipulated in the preamble to the treaty that there should be no impairment of the neutralization provided for in the Clayton-Bulwer treaty, and in the body of the treaty that the canal should be open to vessels of war or commerce of all countries on equal terms.

WHAT WASHINGTON NEVER EXPERIENCED.

Never got any letters with isinglass fronts.

Never had a blonde stenographer in his office.

Never lived next to a man who owned a phonograph.

Never played with a vacuum cleaner.

Never had to take his wife to the grand opera.

Never had to listen to lectures on Ibsen.

Never took small children on railroad trains.

Never had a gas meter in his house.

Never had to give his opinion on woman's suffrage.

Never took his wife's dog out for an airing.

—Exchange.

THE GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENN.

North Carolinians should feel great interest in the auspicious beginning of George Peabody College for Teachers, which promises so much for all the schools and the teachers of the entire South. This institution is the successor of the Peabody Normal School, many of whose Alumni are now resident in North Carolina, and are warmest supporters and friends of the new era upon which their Alma Mater has entered.

North Carolina teachers will be particularly interested in seeing the names of Prof. E. C. Brooks, Prof. E. C. Branson, Dr. William L. Cranford, Dr. Edwin Mims, Miss Ada M. Field and Dr. James B. Wharey mentioned in the faculty list.

Prof. Brooks, who has just returned from his years' work at Columbia College, New York, will offer courses to teachers in the Summer Session of Peabody and doubtless many teachers of this State will go to that institution to take advantage of the courses given by him and by others in this line.

Prof. Branson is chiefly known by teachers in this State because of his work as president and as professor in the State Normal School. He has now accepted a chair of Rural Economics in the University of North Carolina. His writings are sought far and wide, and he is a popular lecturer and teacher known throughout the State. He will offer several courses in his chosen field at Peabody College this summer.

Dr. Cranford, who is professor of Philosophy at Trinity College, is also a graduate of that institution, and is well known by many teachers of this State and alumni and former students of Trinity. His courses in the Summer Session at Peabody College will be along the lines of Ethical and Moral Philosophy.

Dr. Mims, although at present a member of the faculty of Vanderbilt University, was formerly professor of English Literature in Trinity College, and for sometime professor of English in the University of North Carolina. He will offer several courses in Literature at Peabody College this summer.

Miss Ada Field, who will offer courses in Domestic Science, is at present professor of Nutrition in Teachers' College, Columbia University. She was formerly head of the department of Chemistry in women in Chemistry in Guilford College and is considered the best equipped woman in Chemistry of all those who are making that science the foundation for household science.

Dr. Wharey was formerly connected with Cape Fear Academy at Wilmington and later a professor in Davidson College. He will offer courses in English this summer at Peabody College.

EVIDENTLY.

At one of the New England universities there was a rather conceited undergraduate who was silly enough on one occasion to attempt to chaff a member of the faculty who, in the youth's opinion, evinced too marked a devotion to the works of Herbert Spencer.

"Do you know," the youth said to his preceptor, "I hold rather a contempt for Spencer."

"I greatly fear, young man," was the response, "that your contempt has not been bred by familiarity."—Lippincott's.

THE SALEMBOURG MODEL COMMUNITY EXPERIMENT.

Salemburg, a little rural community in the heart of Sampson County has been singled out from all places in the State to be made a "model rural community," a pattern of rural uplift work. A meeting at Salemburg Wednesday, April 1st, organized the community and started the work for the building up of the first such model community in the South-eastern part of the United States.

The plan for the model community has been worked out by joint conferences of the various agencies working for rural uplift representing the State Departments of Education, Agriculture, and Health, the National Department of Agriculture, the Rockefeller Sanitary Commission and the Southern Education Board, and these agencies were all represented at the meeting at Salemburg.

Almost the entire adult population of the community was present at the meeting, enlisted under the various lines of work, and formed plans for work under the general direction and suggestion of T. E. Brown, corn club agent; Dr. L. C. Brogden, State supervisor of rural elementary schools; Dr. C. L. Pridgen, of the State Board of Health; Mrs. Jane McKimmon, agent for girls' club work; and county authorities in the same lines of work.

Many communities in other counties of the State strove to have the model community established with them, but Salemburg was chosen as presenting in general the most desirable features. Superintendent L. L. Matthews, of the county; his rural supervisor, Miss Lula Cassidey; and the whole time county health officer, Dr. Cooper, are all very active and capable officers, and such were considered necessary on the part of the county to the success of the experiment. Salemburg is a typical rural community, miles from any considerable town, but the people are keenly awake to the value of co-operative enterprise and endeavor.

Co-operation is the fundamental idea of the model community. The people are going to get together in all lines of activity, correlate them all, and pursue them under the general supervision of the same county officers and with the advisory help of the experts in the various State departments. The community itself, however, will do the work, on the principle that self help is the only worthy help.

The community has been organized under six divisions, agriculture, health, education, church and morals, social and woman's work. Local chairmen for each of these departments have been appointed and the people of the community have lined up under the various departments according to the work in which they felt most interested. These chairmen will direct the work of their respective departments and will act as a kind of supervisory board for the entire work.

The first step in the work of developing the model community is to be a scientific community survey in health conditions, agricultural, educational, and social conditions. A sanitary engineer with a capable assistant has been sent to Salemburg by the State Board of Health, and will reside in the community for an indefinite number of years, giving his whole time to preventative health work and the removing of conditions which might make for disease.

The woman's work, as outlined by Mrs. Jane McKimmon in the meeting April 2 contemplates the securing of instruction in cooking for the women

and girls; the encouragement of needle-work, practical sewing, and rug and counterpane weaving; the improving of home conditions by the installation as rapidly as possible of water works, electric or acetylene lights, and the beautifying of the yards with flowers, trees and shrubs; the study of and instruction in child rearing and care of babies; the spread of reading through circulating libraries, and the devising of co-operative plans for marketing of the products which the women of the community will make and sell.

The committee on agriculture will direct the study of scientific farming methods, with the ultimate aim of securing a demonstration farm for the public school. The committee on education will help the county authorities in their work. The church and morals committee will labor for the upbuilding of the moral and religious life. The social committee will have charge of all entertainments as picnics, fishing parties, singing clubs, socials and ball games, and are already planning to get a moving picture circuit for Salemburg.

Salemburg is a remarkably wide awake community, and is very enthusiastic over the the model community idea. They worked hard to get the State officers to settle on them for the field of the experiment which is expected to attract more than State-wide attention. It is located in the heart of the great green-corn producing country of Sampson which makes Clinton the greatest green-corn market in the world. Its chief industries are farming and turpentine production, but its greatest asset is a spirit of co-operation, a virile energy, and a large enthusiasm.

NORTH CAROLINA JOURNALS OF EDUCATION—A HISTORY.

(Continued from page 10.)

E. C. Brooks editor and Mr. W. F. Marshall publisher. This Journal was begun September 15, 1906, with Mr. E. C. Brooks editor and Mr. H. E. Seaman publisher, and issued semi-monthly ten months in the year at Durham, N. C., under the title of "North Carolina Journal of Education." In October Miss Nettie M. Allen became assistant editor. In December, 1908, Mr. Seaman sold the Journal to Mr. W. F. Marshall, who published it at Raleigh, N. C., beginning with January, 1909. At the same time it was changed to "North Carolina Education," a title by which it is still known.

As contributors to Mr. Brooks' Journal we find Mr. R. D. W. Connor, Mr. Edward K. Graham, Mr. C. L. Coon, Mr. N. A. Walker, Miss Mary C. Wiley, Mr. J. Y. Joyner, as well as a number of county and city school superintendents. The Journal is now well advanced in the sixth year of its usefulness, and it is our wish that it have a long and prosperous future.

PROCEEDINGS OF THE TEACHERS' ASSEMBLY

We expect to get the volume of the Proceedings of the Teachers' Assembly from the printer within the next week or two and a copy will be immediately sent to each of the members of the Assembly. If you have changed your address since last November kindly send us a card giving your name and your new address so that you may be sure to get your copy.

S. S. ALDERMAN, Asst. Secretary.

News and Comment About Books

NOTES AND COMMENT.

Teachers using the Howell Primer, or other primers as for that matter, are reminded that the State Department of Education has issued a new bulletin on How to Teach Reading, which may be had free on application to Supt. J. Y. Joyner's office in Raleigh. Send for it, if you need a manual in your work with beginners.

An interesting study and interpretation of Lowell's beautiful poem, "The Vision of Sir Launfal," has been issued in handy form for class use by the Sloan Publishing Company, Chicago, at the price of 22 cents postpaid. The poem is interpreted stanza by stanza and there are eight illustrations and a set of questions, the equipment giving the very help that most teachers and pupils will be glad to have.

The firm of Ginn & Company, whose head and founder, Mr. Edwin Ginn, died in January, has just suffered another sorrowful loss by the death of Mr. T. W. Gilson, which occurred the 23d of April at his home in Winchester, Mass. Mr. Gilson had been with the firm twenty-two years and did a great work as manager of the common school department of the Chicago office, but at the time of his death he was associated with the editorial department of the firm in Boston.

BOOK REVIEW

Selections From William Hazlitt. Edited with Introduction and Notes by Will David Howe, Professor of English in Indiana University. Cloth, lxix+398 pages. Price \$1.20. Ginn & Company, Boston.

Here are twenty-three delightful essays of the over-refreshing Hazlitt. They are preceded by a charming biographical sketch of fifty odd pages and followed by seventy-six pages of notes and an index. The comely volume includes essays which distinguished Hazlitt as a critic of painting, of the drama, of books, and of life. Each essay is complete in itself and we are glad to see the editor's further fidelity to his high task in scrupulously following the punctuation and spelling of the originals. This is altogether an admirable selection of the essays of Hazlitt, in fact it would be difficult to say in what respect it could be bettered.

Teaching Sex Hygiene in the Public Schools. By Dr. Edith B. Lowry,

Author of False Modesty, Herself, etc. Cloth, 16 mo., 94 pages. Price, 50 cents. Forbes & Company, Chicago, Ill.

While not all are agreed that matters relating to sex should be taught in the public schools and not all who favor such teaching are agreed as to the nature and extent of such instruction, the reading of this little book cannot fail to give the average teacher or parent a better and clearer understanding of the need and importance of some such instruction by a competent person. It can be read entire within an hour and will well repay an attentive reading. The author taught many years in the public schools. She is also a graduate nurse, a practicing physician, and a medical college lecturer; and since what she says carries with it something of the weight which comes from experience and authority, it is more interesting to observe that in her judgment young girls should be taught by their mothers or some one competent to speak of such delicate and sacred matters, and the teaching of sex hygiene in the public schools as a separate subject ever will be a mistake!

Nixie Bunny in Workaday-Land. By Joseph C. Sindelar. A companion volume to *Nixie Bunny in Manners-Land*, and the second book of the Nixie Bunny series. Cloth binding, stamped in two colors. Price, 40 cents, postpaid. Gift edition in box, 60 cents, postpaid. Beckley-Cardy Co., 312 West Randolph Street, Chicago, Illinois.

This reader for second and third grades is a unique cross between idealism and realism. It achieves the commendable purpose of presenting vocational material in imaginative garb, being designed to supply the little folks with a reader of occupation and industry in the form of a fairy tale. The book is full of fun and fancy and is a delight to children.

Better Rural Schools. By Dr. Geo. H. Betts, Cornell College, Iowa, and County Superintendent Ollis E. Hall, Crawfordsville, Indiana. Tall 12 mo, 500 pages. \$1.25 net; prepaid \$1.25. The Bobb-Merrill Company, Indianapolis.

Dr. Betts is a writer and lecturer of wide reputation and Superintendent Hall's schools in Montgomery County, Indiana, were visited for a week by eighteen state superintendents who desired to see the best rural school system in the United States. The two have produced a timely and interesting book out of their expert knowledge—a book that

should be studied by every earnest rural teacher. It gives direct light on almost every phase of rural education, including buildings, equipment, course of study, methods, management, consolidation, vocational education, playground activities, parent-teacher organizations, and corn clubs. It is illustrated with numerous cuts, showing the latest and best school methods in operation. The book undertakes to indicate what the real condition of rural schools is, what is being done to remedy the defects and suggests many practical means by which teacher and county superintendent can improve the teaching, equipment, sanitation, and, consequently, the value of rural schools.

Play and Recreation in the Open Country. By Henry S. Curtis, former Secretary and Vice-President of the Playground Association of America, Supervisor of the playgrounds of Washington, D. C., and Lecturer on Public Recreation and other subjects. Cloth, 8vo., illustrated, xvi x 265 pages. Price, \$1.16. Ginn & Company, Boston.

Somewhere in "The Scarlet Letter" Hawthorne records the observation that "we have yet to learn again the forgotten art of gayety." The Puritan sombreness of New England life may have given warrant for this observation at the time it was written. Whether or not it is applicable to the towns and cities of the present time, Mr. Curtis finds, or thinks he finds, it predicable of our present country life. In the pioneer days scattered members of the community were drawn together in spirit and in person by common perils and hardships, which formed them into "a brotherhood of the wilderness". There were spelling matches, debates, singing schools; the school house was a social center. Not so now.. The co-operation and sociability of the pioneer have been replaced by the independence that has come with safety against scalping parties and with labor-saving devices for farm work. Rural life has become over-serious and sordid. The social value of the country school must be restored. The modern gospel of play must come into rural life not as something new but as a restoration and a readjustment. In four parts, the author treats fascinatingly his interesting and inviting subject: (1) Play in and About the Home, (2) Play at the Rural School, (3) Recreation in the Rural Community, (4) the Rural Social Center. There are nineteen stimulating and suggestive chapters, and forty-one illustrations that strikingly reinforce the text. It is a live, outward-looking, suggestive, and stimulating book for leaders in rural organization and improvement.

Field Crop Production. A text-book for Elementary Courses in Schools and Brief Courses in Colleges. By George Livingston, Assistant Professor of Agronomy, Ohio State University. Cloth, xix x 424 pages. Price \$1.40. The Macmillan Company, New York.

Just from the press (April, 1914) is this latest addition to the Rural Text-book Series under the editorship of L. H. Bailey. It is the tenth to appear in this excellent series. The Principal crops usually studied in short college courses or in elementary courses are attractively presented in its twenty-odd chapters. After an introductory view, the subject of crop rotations is given a chapter; then follow corn (two chapters), wheat, oats, rye, rice and buckwheat (one chapter each), perennial grasses (two chapters) and annual grasses (one chapter). The legumes (clovers, alfalfa, cowpeas, etc.), have five chapters, root crops one, fiber crops one, the potato one, meadows and pastures one. The final chapter is devoted to the marketing of grain only—which causes one to inquire why the marketing of other important crops should not have been included, as well as a chapter in co-operative marketing. The volume has a useful appendix, helpful review questions, an adequate index, a wealth of illustrations (136 in all), and other attractive equipment and devices for the most successful use in schools and colleges.

American Literature. By John Calvin Metcalf, Litt. D., Professor of English in Richmond College. Cloth, illustrated, 415 pages. Price \$1.25. B. F. Johnson Publishing Company, Richmond, Va.

This is a fitting companion piece to the author's English Literature and, like it, is so well done as to come dangerously near being a piece of literature itself. It contains six chapters: (1) The Colonial Period, (2) The Revolutionary Period, (3) The Knickerbocker Group, (4) The New England Writers, (5) The Southern Writers, (6) The Writers of the Middle and Western States. The method of treatment has regard to clearness and proportion and makes an admirable working text for the student. The style is simple, natural, pleasing, crisp with freshness and essence. The device of using smaller type for biographical matter makes it possible to pack into small compass a great deal of desirable help toward understanding and appreciating the makers of our literature, while the discussions of characteristics and the nature and extent of some of the broader and deeper influences in the development of American literature are luminous, thoughtful, and rich in suggestion. The "personality" paragraphs are happily conceived and

are not likely to be skipped. Another feature worthy of mention is the numerous and interesting illustrations, among which the selection as frontispiece of a semi-embossed bronze print of Zolnay's bust of Poe is especially felicitous. The fuller treatment of Southern writers than is usual is also a welcome feature that falls naturally into place in a just account of American literature.

Readings in American History. Edited by James Alton James, Professor of History in Northwestern University. Cloth, 581 pages. Price, \$1.50. Charles Scribner's Sons, New York.

Here are thirty chapters of American history at first-hand, every page of which should prove as "interesting as a novel" to the earnest student. For instance, in the chapter on the Discovery of America the narrative is made up of extracts from the Journal of Columbus himself; in that of the Causes of the American Revolution is a report of the testimony given before the House of Commons by Benjamin Franklin on the general attitude of the Colonies toward the Stamp Act. It begins with the question, "What is your name and place of abode?" to which the answer is, "Franklin, of Philadelphia." Then follows question and answer very much after the fashion of present-day reports of the testimony of witnesses in our courts. Under Slavery, Secession and Civil War, the debates of Lincoln and Douglas, a speech of Alexander Stephens, the second inaugural of Lincoln, and a letter to the London Times under date of April 19, 1861, furnish some of the material. In the opening of a New Era are an account of the opening of the Hague Tribunal, by Charles Ray Dean; an account of The Rich Kingdom of Cotton, by Clarence Poe; and the inaugural address of President Wilson. Turning from the average United States History to a book of this kind is like turning from a printed menu to the substantial things the menu calls for.

The West Durham district carried a local tax election, April 7, providing for an increase from a ten cent to a twenty cent tax, which will mean about \$2,000 more a year for that district. Considerable interest was attracted to the campaign for local tax in West Durham because of the fact that Durham County has the record of never having lost a local tax election.

LOCAL COLOR IN SCHOOL BOOKS.

The first American text-books were made in New England, and they breathe the New England spirit: snow balling, snow men, sleigh riding, skating, sledding, maple syrup,

milk weed, pumpkins, Pilgrim Fathers, Boston Tea Party, Paul Revere Lunker Hill, etc. These are the sort of things that ought to be in books for New England children; but they are foreign to the experiences of Southern children and to the traditions of their home. Yet we have been accepting the New England standard as a matter of course, and so strong has been its domination that, though we teach children in Southern schools to sing the praise of the "Land of the Pilgrims' Pride," there was not in any text-book, until the Howell First Reader was published, the great national song of the South, Dixie.

The Southern Atmosphere of the Howell Readers.

The author of the Howell Readers has done for the children of the South what had already been done for the children of other sections, notably of New England. The latter half of the Howell First Reader is a continued story, located on a Southern plantation, telling of two country children and some of their friends: they feed the chickens, hunt for eggs, eat watermelons, ask riddles, play forfeits; the girls jump the rope, have a doll wedding, keep a playhouse; the boys water the horses, drive the cows to pasture, become Indians with pokeberry juice for war paint; while Aunt Hannah, the black mammy, tells them stories and sings them songs; and Uncle Daniel, her husband, lets the boys do his work during the day, and gives a banjo concert every night.

Southern Folk Lore.

With this setting, the author has presented an abundance of Southern folk lore and song never before published (with the music to five of the songs). He has aimed to serve real literature to beginners in reading; and what could be better for them than this common heritage of our own people, racy of our own soil?

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State School News

Judge George A. Shuford, of Asheville, has resigned as a member of the school board on condition that a woman with children in the school be appointed in his place.

¶ ¶ ¶

Superintendent R. J. Peele of Martin County has resigned his office to accept the position of clerk of the superior court. His successor has not yet been named.

¶ ¶ ¶

Clemson College of South Carolina, with an enrollment of a trifle over 800, turned out more than one hundred candidates for the baseball team on the first call.

¶ ¶ ¶

Mr. S. A. Moore, of Greenville, has been appointed County Superintendent of Pitt County to fill the position left vacant by the lamented death of Superintendent W. H. Ragsdale.

¶ ¶ ¶

Thurman School, a consolidated school in Craven County has recently bought three splendid school wagons at a cost of \$565. They are finding the method of public transportation of school children very satisfactory and effective down there.

¶ ¶ ¶

Mr. L. M. Peele, of Laurinburg, has been elected County Superintendent of Public Institution of Scotland County, as successor to Superintendent G. H. Russell, who has received the appointment as postmaster of Laurinburg.

¶ ¶ ¶

North Wilkesboro is priding herself on a handsome new graded school building, standing on an elevated site in the eastern residence district of the town. The building is planned to accomodate 400 pupils, and the ventilation, heating, and lighting are modern in every respect.

¶ ¶ ¶

School district spelling matches, both pupils and parents often participate, are becoming more and more popular. In a two-hour inter-school match some weeks ago, in Johnson county, between the Ogburn Grove and High Tower schools, twenty-five contestants sat down on the word "poignant."

¶ ¶ ¶

Iredell is this year expanding the work of tomato clubs three-fold. Where they had one demonstrator last year, the county board has appropriated for the work this year \$150, which, supplemented by the same amount from the United States Department of Agriculture, will provide for three demonstrators.

¶ ¶ ¶

The Summer Session catalogue of the George Peabody College for Teachers contains a number of views

of the buildings and campus of this first Central Teachers Training College for the entire South. The date of opening is announced as June 25th. Send for a copy. One feature which will please all teachers who contemplate attendance there during warm weather is the provision for artificially cooling the building by use of pre-cooled air forced through the class rooms and laboratories.

SUPT. W. H. RAGSDALE DEAD

For Nearly a Quarter of a Century Was Superintendent of Pitt County Schools—His Loss Keenly Felt by His Co-Workers.

After an illness of several months, during most of which time no hope was entertained for his recovery, Prof. W. H. Ragsdale, county superintendent of public instruction of Pitt county, died at his home at Greenville, March 27, of tuberculosis of the lungs. For the previous few weeks the end has been expected at any time, and those close to the aged man were astonished at the remarkable vitality which he displayed. He was kept alive by the use of stimulants, and made a brave fight against the inroads that were being made by the deadly disease which attacked him only a few months ago.

The deceased is survived by five children, two daughters and three sons, his wife having been dead for a number of years.

Professor Ragsdale had been county superintendent of Pitt county for more than twenty-five years, having held that position since long before the county was able to pay a man to devote his entire time to the work. He had lived in Pitt county practically all of his life, and was one of the best known and most loved men in this section of the State.

The resolutions of sorrow and deepest regret adopted by the teachers of the Farmville Graded School reflect the feelings of those with whom he delighted to labor, for likewise will they all be "deeply grieved over the loss of one who has been so great a source of inspiration and help and will sadly miss the strength of his guiding counsel and the comfort of his words of encouragement and sympathy."

New Bulletin of School House Plans and Designs.

A new book of plans for schoolhouses will be issued from the State Department of Education some time this spring, as soon as the new designs have been prepared by Architect Frank Simpson, of Raleigh, who has made a special study of schoolhouse designs and will revise

the 1911 booklet extensively, making changes in the old, and adding new designs.

North Carolina was the first State in the Union to pass a law for the supervision of the schoolhouse structure by the State Superintendent. No County board can appropriate funds for the building of a schoolhouse without first having the plans ratified by the State Superintendent. The State Department from time to time issues booklets containing plans and specifications for approved schoolhouses. The first of these was published in 1904, the year follow-

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ing the passage of the law. This was revised and reissued in 1911, and the issue of this year will be the third. Since the passage of the law in North Carolina, almost every other State in the Union has passed a similar law.

Movement for Woman Rural School Supervisor.

A woman rural school supervisor to supplement the work of the county superintendent of public instruction is the latest advance in rural education in the state. Such a supervisor is doing a most successful work in McDowell County, developing a few demonstration schools to show what kind of work can be done in elementary schools having efficient supervision. Five other counties now have women rural school supervisors assisting the county superintendent in a similar way.

The plan was first projected and worked out by L. C. Brogden, State Supervisor of Rural Elementary Schools, in conjunction with the Southern Education Board and the State Department of Education. Its adoption in McDowell was secured and it is working so well there that it is hoped that little difficulty will be experienced in having other counties adopt it.

McDowell's Supervisor.

Instead of scattering her efforts

over the entire county, the McDowell supervisor this year is devoting her time to ten schools, seeking to make them demonstration schools, to show how the country schools can be made to train for practical rural living when they have proper teaching and proper supervision. Under her di-

rection, and with the co-operation of the teachers in these schools and the county Superintendent, approximately two hundred boys have been studying practical agriculture, while one hundred girls have been doing definite and practical work in sewing. This kind of work has been

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done before in the high schools, but it is a new thing for the elementary schools.

Effect on the Community.

Besides giving the children an exceptionally efficient elementary training, this plan is having an effect on the community. The people of Ashford, one of the communities in which this plan has worked well, have petitioned to raise the local tax from 20 to 30 cents, in order to add a room to their two-teacher school, making it an efficient school of the three-teacher type. They also intend to build a permanent home for their male principal, so as to secure his services for the community for the entire year, instead of for only six or seven months.

The Inspiration of County Commencements.

The most inspiring spectacle that has been staged in the Capital City in years was the procession of about 3,700 Wake County school children, on April 3, marching up from Nash Square, around the capitol, and down Fayetteville Street to the Auditorium, where the County Commencement exercises were held.

This same wonderful spectacle has been given to the people of numbers of counties all over the State this month. The Wake Commencement is but typical of what has occurred in many places. This procession of school children everywhere proves a revelation to the business men of the community, everywhere leaves upon them a feeling of awe at this concrete representation of the magnitude of the school work.

The schools work very quietly. Day after day, year in and year out, the children troop to school in the city, in town, in hamlet, and in rural district, and stay the larger part of the day attracting no notice except in their sometimes noisy going and coming. Steadily and inevitably, making mistakes but progressing, always doing the work of the Master, the great system of public instruc-

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Books For Rural Schools

RURAL LIFE AND EDUCATION

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A fundamental treatment of the rural school problem, showing the function of the school as one of several social factors in the improvement of rural communities. Illustrated, \$1.50 net. Postpaid.

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Thirty-six pages of the Manual are devoted to the Primer and the First Reader, especial attention being paid to the work in Phonics. In the remaining pages, the plan upon which each of the other books of the Series was built is explained in illuminating detail,—thereby indicating the line of least resistance to be followed by the teacher. Particularly admirable is the author's treatment of Dramatization and the method in which the selections in verse seem to have been evolved from the prose selections.

This book will be a boon to the First and Second Grade Teachers, especially to the new ones and those inexperienced in the teaching of reading,—to whose work it will give a definite, clean-cut quality hardly to be obtained in any other way.

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tion goes about its inconspicuous but indispensable industry of grinding the grist of the future.

And the business man often forgets that this vast work is going on until his pocket nerve twitches. He does not go into the schools to see them at work. He has forgotten what they did for him back in the misty years of youth. He only knows that he has to pay his taxes, and he sometimes grumbles.

But when three or four thousand children march down the street, carrying the banners of their schools, the joyous light of youth in their faces, the business man is shaken out of his lethargy. Here, in this great pageantry of childhood, is visualized for him the work of the schools. He is suddenly lifted up on a pinnacle where he can glimpse the rising generation in panorama. He is amazed. He "didn't know there were so many kids in the world." His intellectual concept of the vastness of humanity and of the machinery for humanity's training is widened and his heart expands with it. Several men on Fayetteville Street, April 3. were heard to declare after seeing that great march that their taxes were not half enough.

Corn Club Work of 1913.

The annual report of the Boys' Corn Club work in North Carolina has some figures which should be of interest to every person in the State interested in its industrial development. Notwithstanding the summer drought over a large part of the State and the severe wind storm that struck Eastern and Central North Carolina the first of September, totally destroying the corn on a great many acres, there were 670 boys out of a total enrollment of 2,276 who sent in their final reports. These 670 boys made a total yield of 41,816.65 bushels of corn at a total cost of \$15,464.37. The average yield of the boys was 62.4 bushels per acre at an average cost of 37 cents per bushel. This is an average profit of more than \$39 per acre, figuring

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corn at \$1 per bushel. The average yield for 1912 was 62.8 bushels, at a cost of 47 cents per bushel.

One of the chief purposes of this work is to show the boys that by the application of intelligence to farming there is a handsome profit in it. Just think what an influence this should have toward keeping the boys making a profit of more than \$39 growing corn. When we get the farmers of the State to doing half as well as the boys we shall stop shipping corn into North Carolina.—News and Observer.

University Lecture Course.

A partial list of the distinguished educators of this and other States that will deliver a series of lectures for the college year has been announced by the faculty committee on the university lecture course. The program includes the following names: Richard Thomas Wyche, President of the National Story Tellers' League, will deliver a lecture on "Uncle Remus Stories: Personal Reminiscences of Joel Chandler Harris."

Dr. D. H. Hill, President of the North Carolina College of Agriculture and Mechanic Arts.

Dr. Richard Burton, author, poet, lecturer, and head of the Department of English in the University of Minnesota. His subject will be "The American Drama."

Dr. Woods Hutchinson, medical specialist and author, will deliver a lecture here on a subject to be announced later.

Dr. Joseph A. Holmes, director of the Bureau of Mines, Washington, D. C., will give an illustrated lecture on "Alaska."

Marked progress in the Alabama high schools is reported to the United States Bureau of Education. In 1908 there were fifty high schools, few of which had over three-year course. Now there are 132 high schools, all but fourteen of which have four-year course.

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THE CANDLER ANNEX

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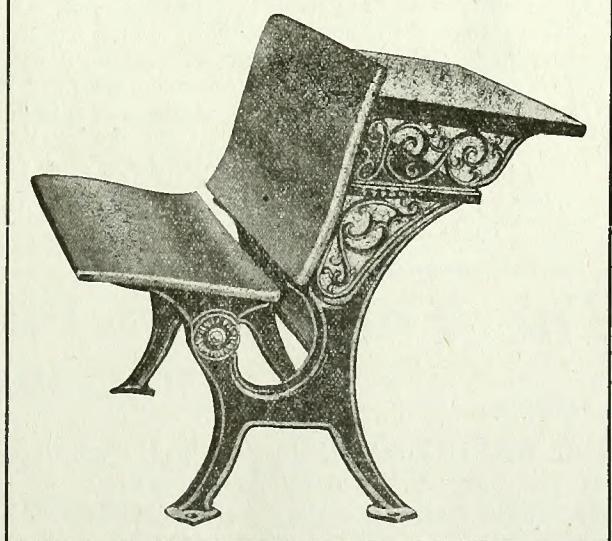
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EDUCATION

**A Monthly Journal of Education, Rural
Progress, and Civic Betterment**

Vol. VIII. No. 10.

RALEIGH, N. C., JUNE, 1914.

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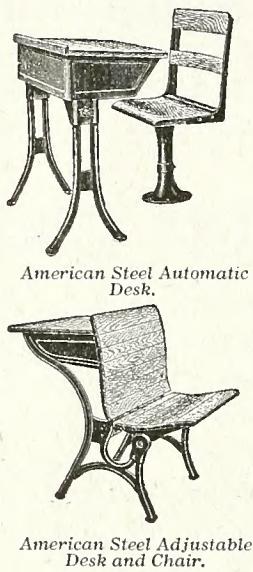
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THE COUNTY INSTITUTES FOR THE SUMMER OF 1914

By E. E. Sams, State Supervisor of Teacher Training.

Plan of Instruction.

The institutes this summer will embrace three classes of teachers who will be required by law to attend either an institute or a well-accredited summer school.

- (1) Rural teachers.
- (2) Graded school teachers.
- (3) High school principals.

There will be two classes of rural school teachers—those who have attended an institute before and have had some experience in teaching, and those who are becoming teachers for the first time and are practically without any professional training. All of the graded school teachers may be presumed to have had more or less professional training. It would be manifestly foolish to require all of these classes of teachers to receive the same instruction in the institutes. The following plan will therefore be put into execution to meet the needs of the situation:

(1) To have a joint morning session, at which general topics of interest to all teachers will be treated.

(2) To have sectional meetings in the afternoon devoted to the needs of the various classes of teachers represented and taking into account their previous professional training and experience.

The morning sessions will consider such questions as keeping the register; gradation, classification and promotion; school and class management; relation of school to community; the Reading Circle for 1914-1915; a daily lesson taken from O'Shea's Every-Day Problems in Teaching, with concrete illustration in the form of a recitation conducted with a class of children or with the teachers present; the school library and how to use it; general discussions on spelling, drawing, and nature study, etc.

One section of the afternoon meetings will be devoted to the new and inexperienced teachers on the subjects of phonics, primary reading, language, number, seat work,—in other words, general primary methods.

In another section will be considered the teaching of the new text-books on geography, language, history, and arithmetic.

If a sufficient number of high school men be present, still another section will be devoted to a consideration of the peculiar problems pertaining to their work.

Local Talent.

In almost all of the counties where institutes are to be held there is much valuable local talent that could be made use of in the institutes. There are teachers to be found who can do one or more things exceedingly well. It should be the purpose of the conductor, with the help and advice of the County Superintendent, to discover and make use of all good material that is available. Some institute conductors have been doing this regularly, and always to the increased interest and profit of the institute. By his method not only is a fresh viewpoint introduced, but a fresh voice and personality as well, and under conditions where tired nerves are sometimes almost ready to cry aloud for change. Then too, the modifications in the institute plan above referred to necessarily demand more work of the conductors, a part of which they might wisely delegate to others. Fur-

thermore, this would be a good plan for developing new institute workers. It is the idea to recruit the ranks of institute conductors, as far as possible, from those teachers who are most directly and vitally in touch with rural conditions. A teacher who has "made good" as a rural teacher is the logical one to instruct others of that class.

Subjects to be Emphasized.

As above indicated, the new text-books will receive especial consideration, both in the primary and intermediate sections. Dodge's geographies need close attention, for the subject of geography is poorly taught as a rule. Then there are the new books on drawing and writing which teachers **must learn** to teach. The day for temporizing with these subjects has passed. The time is rapidly coming when the teacher who does not know how to draw will find herself without a position. Nature study as related to agriculture is another subject of increasing importance, involving, as it does, the simple study of soils, birds, insects, brooks, basins, trees, weather conditions, plant diseases, etc. The adopted textbook on agriculture, the geographies, and Government bulletins, all contain helpful material and suggestions for this kind of nature study. Considerable attention will also be paid to the teaching of language and grammar, especially in their practical applications. The period of the American Revolution will be presented in its entirety, illustrating, as it will, all phases of history teaching.

Certificates of Attendance.

These are signed by the County Superintendent and the institute conductor, and will be honored by any superintendent of any county. They are given only to those teachers that **comply with the law** regarding attendance at institutes and summer schools. If a teacher attends an accredited summer school in lieu of an institute, a similar certificate attesting that fact will be given to that teacher. In other words, no teacher may hope to get a position in the public schools of North Carolina who does not present a properly attested certificate of attendance upon an institute or summer school.

Manuals.

Two manuals will be distributed from the central office for use in the institutes. One is a bulletin containing a selection of songs suitable for opening exercises; the other is a pamphlet containing a separate program for each day's work, with suggestions for carrying out the same.

Conference of Conductors.

Every well-conducted enterprise or movement depends for its success upon the calling of its leaders together for consultation. So far as the institutes are concerned, the conferences held in Raleigh in 1910, 1911, 1912, and 1913, have fully justified the truth of this statement. Another conference will be held here June 4 to 5 in the Senate Chamber. Plans are being devised for making this an unusually helpful conference. It will open promptly at 11 o'clock on Thursday morning, June 4. All of the institute workers will be required to attend, or they cannot be given work in the institutes.

A FEW WORDS FOR THE INSTITUTE CONDUCTORS

By E. C. Brooks.

It is our purpose in making the June Education an Institute Number, to give some practical helps and suggestions to the institute conductors. There will be more county institutes this year than ever before in the history of public education in North Carolina. There will be more men and women employed in the work of instructing the teachers of the state and more teachers in attendance than ever before. These conditions are very favorable for some definite professional advancement, and it is the one desire of the editor and publisher of the State Teachers' Magazine to give the greatest possible aid to the conductors and at the same time place in the hands of the teachers during the institute a manual that will help them in the institute and be a definite guide to them in planning their work for next year. Therefore, we are publishing an unusually large edition in order to place a copy in the hands of every teacher on the first morning of the institute, and our first request is that you or the conductor of the institute call for the copies which will be sent to the County Superintendent and have them distributed.

Your work as institute conductors will be outlined in a general way by the State Department of Education. We are making specific suggestions as to principles of education, the treatment of language, history, geography, agriculture, arithmetic, Friday afternoon exercises, the use of stories, the health of the community, etc.

Language. When you take up the subject of language, use the practical lessons in **Education**. Let the teachers turn to them and show them how to use these lessons and go from them to others still more helpful. Take for example the short article on "Beginning Language." It would be a profitable exercise if you would organize a class of teachers as pupils. You will doubtless be surprised to learn that many teachers do not know how to instruct their pupils in these very elementary principles. Use in a similar manner the lesson on "Written Language."

Going from the lower primary grades to the fourth and fifth grades, observe what students of these grades should learn.

In addition to these suggestions you will find two other short articles on the proper use of words and how to use the dictionary.

History. We are fortunate to be able to publish an article on North Carolina History from the pen of Dr. Kemp P. Battle of the University. Notice especially how much history is interestingly grouped around old North Carolina names. Any teacher and every child in the public schools will be greatly interested in this article. The conductor could well afford to devote some time to a study of

the county in which the institute is held using this article as a guide.

I wish to call your attention especially to the short articles, "Use Many Books in Teaching History" and "Teach Biography in Grammar Grades." You can have no exercise more interesting than to take us the study of some topic in United States history such as The Discovery of America, or The First English Settlement, using several different texts and closing with a study of the leading characters of the period. You can't cover the whole of United States History, but you can show the teachers how to study the subject.

Interesting Stories. The greatest need, perhaps, next to that of a thoroughly qualified teacher, is the introduction of live material in the class room. In fact the appearance of such material is an evidence of a live teacher. The conductor should show the teachers where and how to gather this material and above all how to use it. We are giving several short stories that the conductors may have the material at hand. The first article, "How Jackson Entered West Point" may be used in connection with history, or it may be read to the fourth and fifth grade classes merely to entertain the boys, or it may be used as the basis for an oral or written language lesson. We had no special plan in selecting these stories, except that they treat of men or things that will be of interest to children. "Uncle Sam's Star Clocks" and "Our Silver Dollar" carry some information worth while. "Tommy," the story of a monkey will interest small children, and "The Scarecrow" could be used by the instructor in primary language work. "The Panama Canal" contains some bare facts that might form the framework of a composition.

Geography and Agriculture. The short articles under these two heads are sufficiently clear and concrete. They contain suggestions that the conductors and teachers might use with profit to the institute and to the pupils in the public schools.

Health.—It is almost commonplace to say that the most important subject for the school to consider is that of health. However, it has not yet assumed sufficient importance in the teaching today. Use "The Fly Catechism" and "Healthgrams for Schools" in the institute and suggest that the teachers use them in school. Call attention to "The Negligence of the American Father."

Arithmetic. Teachers should be urged to make the arithmetic more practical. We are giving a few suggestions—enough to show the teacher how to take the pupils out doors. In other words, how to get outside of the text-books and use subject matter at hand. The supplement to the adopted arith-

metic texts contains material that should be used also.

Other Suggestions. In conclusion I wish to call your attention to the following articles: "For Friday Afternoon", "A Thought for Teachers During Vacation", "The Recitation" and "A Lesson in High School English".

Although this number of Education is primarily for the use of the conductors and teachers attending the institute, it is also an outline of what we

shall endeavor to give the teachers during the next year. The Reading Course is, by all odds, the greatest single feature and it is through the reading course that the teachers now engaged in the work must look for greater professional development. I have discussed this subject in another article. Therefore, I shall emphasize what I said at the beginning. Insist on the teachers using this number of Education in the work of the institute, and, before it closes, organize the county association and start the reading course off for the superintendent.

A WORD AS TO THE TRAINING OF TEACHERS

By E. C. Brooks.

Institute conductors sometimes minimize or overlook entirely one of the essential factors in the making of a good teacher, and that is, a working knowledge of the subjects selected for use in the public schools. When this factor is wanting it is almost, if not quite, useless to enter into the study of the general method of conducting a recitation or the special method of instruction. The teacher must first become a learner before she can become a teacher and the first thing to learn is the subject matter that is to be taught in the schools.

Of a group of sixty teachers there may be ten or a dozen who are really prepared for some thorough instruction in the professional subjects referred to above. In that case the institute conductors could organize such a class and accomplish much good, but with the whole school it will be neither desirable nor profitable.

The Greatest Need.

A larger per cent of the teachers do not have in their possession the text-books that they teach. Of the sixty teachers attending the institute three-fourths of them conduct a one-teacher school and many of them never see the lessons they are to teach until they call the classes to recite. Therefore, when the institute conductor makes an elaborate plan for teaching a third grade reading lesson based on the five formal steps, it is like teaching so much Greek to an illiterate crowd. They do not even understand the language he is using.

The practical problem confronting the teacher is about as follows:

Here are forty students divided into six or seven different classes with a total of about thirty recitations a day. That means thirty different lessons to be prepared, if it is prepared, by the teacher. There will not be time to make out lesson plans during the day, and the nights are not long enough and human endurance is not great enough to afford time and strength to give adequate preparation for each of these lessons in accordance with the five formal steps. It is easy to say that the first thing to do is to abolish the one teacher school and have a consolidated school of two or more teachers; and, to be sure,

that is the most desirable thing to do but it cannot be done today, and until it is done the institute must be of help to the instructor in the one-teacher school. The teacher's burden in such a school is so great that many have even ceased to study. They do not even know the text-books they are to teach; they do not read newspapers or magazines; they do not take the teachers reading course; they do not attend county meetings. Therefore, they have no professional spirit, and the greatest need is to create a new spirit rather than lay down an old method.

How to Create a New Spirit.

1. The Texts in Use. Divide the group of teachers into classes. There is no special reason why grammar grade teachers should be required to take primary methods in a two-weeks institute. Arrange the teachers into two or three classes and let the teachers decide which class they will enter and urge the mto bring on class the text-books they will teach. The very first step after that will be to show them how to organize the material in the text-book,—in other words, how to study. If it is in the primary grades show them how they may combine the reading, language and spelling and save time and insure greater progress. Show them how they may bring interesting things from newspapers, magazines, or other primary books into the school room and create greater interest in the subjects they are teaching, show them how to keep a note book in which they may preserve clippings, record helpful devices, preserve class notes, etc.

If it is in the Grammar grades, show them how to combine history and geography so that when they are teaching history they are teaching geography and when they are teaching geography they are teaching history. Show them how to study history by topics and how they can draw on the library and literature in general for material, then show them how one topic is related to another so that when the text is completed they will have some connected knowledge of history. Show them how to teach geography by using the material at hand. Show them how to teach literature, language, and na-

ture study by teaching these subjects. It is the full soul that shows the greatest spirit. But to attempt to instruct teachers in psychological principles of education when they have little or no education is to misdirect one's energies.

2. Professional Study. By professional study, I do not mean to suggest a list of so-called professional books. The literature suggested in the past has been top-heavy with books of this nature. Suppose, for example, that one of the leading colleges of the State should employ a man to teach German who had never studied that subject. About the last thing he would need would be a professional treatise on the recitation. He would need to know German first, German literature, national characteristics, in fact everything possible about the language and literature and about the people who use them. That is what I mean when I speak of professional study for the teachers. They need to read something live and interesting that is related to history or geography or the literature in the schools, and the best place to organize that study is in the county institute. That is where the teacher's meeting for the year should be outlined, and the reading course for teachers should supply that material.

In the reading course for next year will be found one book that I wish to call attention to especially, Brigham's *Geographic Influences on American History*. This book will throw much light on both history and geography and increase the teachers knowledge of our country's resources and its development. That is the kind of professional reading that the teacher should do. Another subject that will increase the teacher's usefulness is Mexico because the world is studying that country at this time. History, geography and literature dealing with Mexico would have an additional interest just at this time. The institute conductor could show the teachers where and how to collect the material for a good study of that country, and the county association could be filled with life.

In every county there are two men who should direct this work throughout the year. One is the county superintendent whose time is taken up largely with the business side of the school, the other is the city superintendent who should be the professional guide for the entire county.

The Five Formal Steps.

I have said above that of a group of sixty teachers there may be ten or a dozen who really desire some thorough instruction in special or general method. I believe that few, if any, teachers attending the institute need this instruction unless the institute conductor can go far enough to show how the teacher may use the principle in connection with knowledge acquired about the subject. To teach, for example, the five formal steps, may be, in reality, a violation of the very principles under-

lying these steps. It certainly will be a violation unless the teachers have a knowledge of the subject matter they are to teach, and even then it might be so formal as to stand in the way of good teaching. I wish to quote in conclusion a paragraph from Dewey's *How We Think*:

"Lack of any preparation on the part of the teacher leads, of course, to a random, haphazard recitation, its success depending on the inspiration of the moment, which may or may not come. Preparation in simply the subject-matter conduces to a rigid order, the teachers examining pupils on their exact knowledge of their text. But the teacher's problem—as a teacher—does not reside in mastering a subject matter but in adjusting subject matter to the material of thought..... The more the teacher has reflected upon pupil's probable intellectual response to a topic from the various standpoints indicated by the five formal steps the more he will be prepared to conduct the recitation in a flexible and free way, and the less necessary will he find it, in order to preserve a semblance of order, to follow some one uniform scheme. . . . One pupil may already have some inkling—probably erroneous—of a general principle. Application may then come at the very beginning in order to show that the principle will not work and thereby institute search for new facts and a new generalization, or the abrupt presentation of some fact or object may so stimulate the minds of pupils as to render quite superfluous any preliminary preparation. If the pupils' minds are at work at all, it is quite impossible that they should wait until the teachers have conscientiously taken them through the steps of preparation, presentation, and comparison before they form at least a working hypothesis or generalization. Moreover, unless comparison of the familiar and the unfamiliar is introduced at the beginning, both preparation and presentation will be aimless and without logical motive, isolated and so far meaningless. . . . In short, to transfer the logical steps from the points that the teachers need to consider to uniform successive steps in the conduct of the recitation, is to impose the logical review of the mind that already understand the subject, upon a mind that is struggling to comprehend it, and thereby to obstruct the logic of the students' own mind."

CLOSING OUT NORTH CAROLINA POEMS.

There are only about one hundred copies of North Carolina Poems (edited by Mr. E. C. Brooks) now remaining on hand. Every teacher in the State ought to have this collection of North Carolina poetry. If you expect to own a copy, this is your opportunity. The price has been \$1.00 a copy for the cloth edition and 50 cents for the paper bound. Until July 1st we will send the cloth postpaid at 60 cents a copy, or two copies in a single package postpaid for \$1.00. The paper bound will be mailed for 30 cents a copy or two copies postpaid for 50 cents. Or we will, during the month of June, while the books last, send one copy of the cloth (or two copies of the paper bound) and North Carolina Education one year for \$1.00. Act now. Send remittance to

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LANGUAGE LESSONS FOR THE INSTITUTES

BEGINNING LANGUAGE.

The very beginning work in language is, of course, getting the child to talk. Those of us who work with primary children know that whenever a child responds to a question it is with one word. Rarely, if ever, does he reply with a complete sentence.

In order to secure complete statements let us assume we have a class in primary language before us and question them in the following way:

Teacher. What did you see flying through the air on your way to school this morning, Nellie?

Child. Bird.

T. What can the bird do besides fly?

C. Sing.

T. Tell in one sentence what the bird does besides fly.

C. The bird sings. (Teacher writes this sentence upon the board.)

T. Carolyn, tell us the same sentence but add another word which will tell us what color the bird is.

C. The blue bird sings. (Sentence on board.)

T. That's good. Now, Gerald, tell us the same sentence but add another word that will tell us something more about the bird.

C. The pretty bluebird sings.

T. Lloyd, tell us the same sentence but add another word which will tell us how the bird sings.

C. The pretty bluebird sings sweet.

T. You should say: The pretty bluebird sings sweetly. Kenneth, tell us the same sentence but add words which will tell us where he is when he is singing.

C. The pretty bluebird sings sweetly in the treetop. (or the meadow.)

T. Tell us the same sentence, Rollin, but also tell us when he sings.

C. The pretty bluebird sings sweetly in the treetop in the morning.

So in five or six minutes, long and complete sentences may be secured by direct and skillful questions on the part of the teacher. After several similar lessons the child soon finds it is easy to respond in complete statements.—Ex.

WRITTEN LANGUAGE.

When the child has acquired proficiency in oral reproduction and story telling it is then time to begin the written work in language.

The very first manuscript work the child produces should be absolutely correct regarding capitals and punctuation. In order that this may be accomplished the following rules should be taught before the child is required to do any written work.

RULE I. The first letter of every sentence should begin with a capital. Let the pupils observe the beginning of the sentences in the reading lessons. Then the rule will have a meaning.

Illustrate this rule by writing sentences upon the board, for example:

The maple leaves have turned to gold.

Let us play that we are fairies.

Tell me where the river carries its water.

Require the child to go to the board and write sentences which you dictate to him applying this

rule. Insist upon this rule being observed in every sentence of written work handed in by the child. When RULE I is thoroughly taught, teach:

RULE II. Names of persons and places should begin with a capital.

Teach this rule the same as the preceding one, observing first these forms in the reading lesson and using sentences similar to the following for illustration:

The children in Cambridge loved Mr. Longfellow.

Have you read the story of Cinderella?

Many delightful books for children were written by Miss Alcott.

Require the child to write sentences upon the board from dictation applying both RULE I and RULE II.

RULE III. The letters I and O when they stand alone should be written in capital.

Take my boughs O Hiawatha.

O, I heard a robin sing this morning!

And I am very happy for I know that I've been good.

Teach this rule same as preceding ones.

RULE IV. The first letter of every line of poetry should begin with a capital.

Under a spreading chestnut tree

The village smithy stands.

How do you like to go up in a swing

Up in the air so blue?

RULE I FOR PUNCTUATION.

When a sentence states a fact it should end with a period.

RULE II. When a sentence asks a question it should end with a question mark.

Teach these rules slowly and drill, DRILL until this feature of the manuscript work becomes a fixed habit. If these simple rules for capitals and punctuation were insisted upon every time the child writes an exercise it would do much toward eliminating the deplorable condition of written composition work of the high school.—Wisconsin Journal of Education.



DICTIONARY WORK FOR 4TH & 5TH GRADES.

Rewrite the following sentences substituting for the word in bold face another word with the same meaning.

1. The **summit** of the mountain is bare.
2. A **cataract** fell from the **precipice**.
3. We saw some **lofty** mountains.
4. The hunter killed a **huge** bear.
5. I read an interesting **narrative** yesterday.
6. He made no **response**.
7. She is a **reliable** girl.
8. Do not hesitate to take your parents' **advice**.



WHAT CHILDREN SHOULD LEARN EARLY.

Can your pupils in the Fourth Reader write and punctuate a business letter? They should be drilled on this until the habit of following a correct form is fixed.

Can the Fifth Reader class write a letter to a friend?

Do the Third Reader pupils know that at the end of a line a syllable should not be broken? Do you

train them to indent the first line of a paragraph?

When the children write at the board, do you point out errors in form and neatness?

Does each child when working at the board, bound a definite space by drawing vertical lines on right and left? When the right hand line is reached words of more than one syllable should be correctly broken, neither written across it nor turned down like an over-hanging vine.

CHOICE OF WORDS.

Which word is preferable, and why?

- (1) It tastes strong (strongly) of cloves.

- (2) He told them to sit quiet (quietly) in their seats.
- (3) He will pay dear (dearly) for his rashness.
- (4) They live just as happy (happily) as before.
- (5) This carriage rides easy (easily).
- (6) He felt bad (badly) at being beaten.
- (7) They felt sad* (sadly) over the loss.
- (8) He stood firm (firmly) in his place.
- (9) Doesn't that field look beautiful (beautifully)?
- (10) Your piano sounds different (differently) from ours.

IDEAS IN THE TEACHING OF HISTORY

By Dr. Kemp P. Battle, Department of History, University of North Carolina.

History of North Carolina Names.

The object of this paper is to show how the interest of our history classes can be aroused by the study of the names of our States, counties, cities, towns, rivers, etc. Inquiry should be directed to the following points:

1. The meaning of the name.
2. When was it conferred?
3. Who bore it at or near that date?
4. For what reasons was the honor conferred?

Sometimes the person honored died long before, but as a rule his virtues were fresh in the public mind when the name was given.

In order to show what interesting facts can be ascertained in this manner I give some examples from my own State.

Origin of "Carolina."

Take the name Carolina. It, of course, comes from Carolus, the Latin form of Charles. Probably terra was understood.

When was the name given?

Baneroff and other great authors say that it was in, or about, 1562, by French settlers at Port Royal, in honor of Charles IX. of France, of St. Bartholomew memory. But Professor Rivers, in Windsor's Narrative and Critical History, shows that they did not call the territory Carolina, but only a little wooden fort (Arx Carolina). Those of us who do not like to have the memory of that weak and bloody tyrant associated with our State are profoundly grateful to the professor.

Spaniards of that day claimed that Florida extended indefinitely north, but the English controverted this, and about twenty years afterwards Queen Elizabeth granted a charter to Sir Walter Raleigh of all this land under the name of Virginia.

Raleigh, being convicted of treason, his rights in Virginia were forfeited to the king, and King James granted to the London Company, retaining the name of Virginia, an immense stretch of land, our territory being a part of it. Claiming that the charter had been broken, suit was brought to annul it. The king gained the suit, and afterwards, in 1629, by King Charles I. that part of Virginia between 36 degrees and 32 degrees north latitude was conferred on Sir Robert Heath, his attorney-general, with the name of Carolina. It is often said that the king called it Carolana, but this

is a clerical error in the latter part of the instrument.

Strife between king and Parliament ensued, and Sir Robert died without making use of his grand charter. Hence when Charles II. came to the throne he caused it to be annulled by the courts and granted the identical land, with the same boundaries, in 1663, to eight Lords Proprietors. Two years later he enlarged the boundaries to 29 degrees on the south and 36 degrees 30 minutes (nearly) on the north.

Now many say that the name was in honor of that traitorous reprobate, Charles II., but I claim that it dates back to Charles I., who was morally far superior. He was untruthful in dealings with his adversaries, but he thought he had the same right to deceive them that a general of an army has to outwit his enemy; otherwise he seems to have been conscientious.

Naming Anson and Mecklenberg Counties.

We have a county, Anson, created in 1749, bordering on South Carolina, and another, Mecklenburg, cut from it thirteen years later. What facts of history hang on those two names?

There was a captain in the British navy in the reign of George II.—George Anson. He was stationed for several years at Charleston and cruised along the coast. He conceived an admiration for the new country and invested a considerable amount in the rich bottoms of the Pee Dee river. Afterwards when Captain Jenkins lost his ear by a Spanish knife, the war party induced him to aid their candidates by narrating his woes and exhibiting his severed membrane to wrathful crowds throughout England. Walpole, the peace minister, was forced to declare war, saying "they are ringing their bells now, they will soon be wringing their hands." Forthwith Captain Anson was hurried away from the vicinity of his South Carolina investments to fight the Spaniards. His ability and daring gave him rapid promotion. He was entrusted with a squadron, with orders to do all possible mischief to Spain on the west coast of South America. In the midst of winter's storms he rounded Cape Horn and captured ships and towns, gold and silver. Then, sailing across the broad Pacific and the Indian Seas, he doubled the Cape of Good Hope and reached England, having circumnavigated the globe. His fame spread throughout the world. He was created admiral and first commissioner of the admiralty.

North Carolina, sharing the general enthusiasm, called by his name a new county, whose western boundary was the Mississippi river and the southern boundary, coinciding with that of South Carolina, runs near his Pedee possessions.

In 1760 George III. ascended the throne, a young man, being very full of the greatness of the regal office. He had been entranced by the beauty and wit of Sarah Lennox, afterwards the mother of some of the great Napiers, but was easily persuaded that policy not love should govern his choice of a queen. The glittering prize of the royal alliance was offered to and accepted by a young daughter of Mecklenburg-Strelitz, the Princess Charlotte.

As royal etiquette forbade the King of England to leave his kingdom, even on this interesting occasion, a squadron of three warships was sent to escort the bride, and as an additional honor the commander of the fleet was the distinguished Admiral Anson. The king, with the blooming beauty of Sarah Lennox still in his heart, is said to have winced at the sight of the prim but homely little German, but he accepted his fate like a gentleman and was a faithful husband. The nuptials were celebrated with becoming pomp, and the pair lived a most virtuous life in a vicious age. When the news reached this distant land our ancestors made a kind of bridal gift to the happy couple by cutting off the western part of Anson and giving to the new county the name of Mecklenburg, with its county seat at Charlotte. Thus it happened that as Admiral Anson introduced Charlotte, of Mecklenburg, into England, the county of Anson ushered Mecklenburg and Charlotte into North Carolina.

Naming Camden and Wilkes County.

Let us take other examples. We have in the eastern section of the State a county named Camden, and in the western one named Wilkes, formed in 1777, at the first session of the General Assembly after our States became independent under her own Constitution. Why were our ancestors so forward in conferring these honors?

A short examination into the histories of England and the Colonies makes this plain, and at the same time gives a lesson in constitutional law.

John Wilkes was a man of dissolute habits, but of a bright mind, and strongly opposed to arbitrary rule. He edited a paper called the North Briton, and his editorials against the policy of George III. and his ministry were fiercely abusive. At last he dared to assert in No. 45 of the paper that statements in the King's speech were false, adding, however, that it was known that Lord Bute, as minister, wrote the speech. The King's advisers construed this as an attack on the King's veracity and determined to punish it as a seditious libel. Accordingly in order to ascertain the offenders a warrant was issued to the sheriff, commanding him to search houses and seize men on suspicion, giving the officers no names of persons nor of habitations. It is obvious that such powers possessed by rough sheriffs, deputies and constables might be used to the annoyance and injury of the innocent. Fancy, for example, officers, odorous of rum and tobacco, breaking into the sacred deposits by an elderly man of his deeds and his will, or opening the casket where a young lady has blushingly hidden her love letters. Indeed, an unscrupulous enemy might hide

a compromising document among the papers of his foe, and then send another batch of searchers to find it there.

Wilkes resisted the proceeding as contrary to the unwritten constitution of his country. Without giving the details of the struggle, it is sufficient to say that Charles Pratt, Earl of Camden, Chief Justice of the Court of Common Pleas, decided that Wilkes was right, and since that day no general warrant can be issued. The prohibition has been placed in our Declaration of Rights.

But why did the people of North Carolina feel so great interest in this question and hasten to honor these men? There are two reasons. The first is that both of them were opponents of the government, but the chief reason is that we were resisting similar warrants on this side of the water. The navigation laws, if strictly enforced, would have seriously injured our commerce. Our sea captains, bold and cunning, were systematically evading the laws by smuggling and otherwise. The English authorities determined to put a stop to all illegal entries of goods. Warrants, called "writs of assistance," were issued empowering officers to search any house they suspected of containing contraband goods. These were odious to the colonists as similar writs were to those residing in the mother country, and the popularity of Wilkes and Camden crossed the Atlantic.

Origin of Other Names.

Anson is said by Bardsley to be the son of Eleanor or Alianora, through its diminutive Annot, Annson, but I conjecture that it may be from Anthony, Antonison, or from Andrew Anderson.

Mecklenburg was once a large city, whence the name spread over the duchy. It is from michele, or great, burgh. Isaac Taylor says that the Wends called it Willigrad, or great castle, and that the name was changed to Mecklenborch, translation of Willigrad.

Strelitz, the capital of Mecklenburg-Strelitz, was once a ducal hunting seat, from a word meaning Archer.

Cam is Celtic for crooked, and den means a narrow wooded vale. Camden-town is a northern suburb of London, but the title came from Camden Place in Kent, the residence of the eminent antiquary, William Camden.

Wilkes.—None of my reference books give the origin of this name. I conjecture that it is a contraction of Williams, i. e., son of William. William—Wilhelm—is the helmet of the God Will. Wilkins means sons of Will and may be contracted into Wilkes.



USE MANY BOOKS IN TEACHING HISTORY.

It was a Sixth Grade history class. Twelve different texts on American history had been collected by the teacher. These were placed in the hands of twelve pupils. The teacher said, "Find what your book says about the invention of the cotton gin." What followed? Some began to go through the book, leaf by leaf; some sat still, looking helpless; some went to the table of contents, and others turned directly to the index. At the end of five minutes the teacher asked them to report. Five had found the topic and were ready to tell its substance. Two had found where the substance was treated,

but could not give it. Two claimed that their book didn't "have it." Three said they couldn't find it.

Before the year was over every child in the grade knew the difference between a table of contents and an index and knew how to find a topic quickly when he was sent to a reference book. In our zeal to teach children how to use tools and utensils in the manual training and domestic science rooms let us not fail to take the time and care to teach them how to use a book, the greatest labor saving machine ever invented.—Supt. F. G. Blair in School News.



TEACH BIOGRAPHY IN GRAMMAR GRADES.

No teacher is sooner condemned than the one who appears before her class tied hand and eyes to the text-book. Perhaps there was once an excuse for this, but not now. With library catalogues, nature always at our door, and with human activities of every description all around her the teacher should claim the freedom that is hers.

Is it history? Do not rush into formal history and thus send from your school the boy or girl forever deprived of an interest in the life of the race because history is dry. But use your library and work out as the age of the pupil will suggest the stories of the lives of those who have made history—and the material is almost limitless. There are stories that come down from all the ages. The stories of our own country are legion. From Columbus and Drake and Hudson, John Smith, Roger Williams and William Penn, Cartier, La Salle and Marquette, Washington, Patrick Henry and Benjamin Franklin, Daniel Boone, Daniel Webster and Henry Clay, to Lincoln, Grant, Lee and Wilson, and the host of others prominent in our history, can be drawn endless material so interesting that history can never be dry.

THE CARNegie FOUNDATION ON VOCATIONAL EDUCATION.

The Carnegie Foundation report contains some very interesting information on the question of vocational schools in the United States. Though vocational schools have been established during the past ten years and a strong effort has been made to give pupils industrial training, many of these schools are not yet successful, their lack of success being partly due to their not being adapted to the needs of the communities in which they are located. The report is as follows:

The Purpose of the Public Schools.

In inaugurating a school system as an agency of civilization the modern democratic State has in view two distinct objects: First, to develop the mind and the spirit of the youth, to teach him self-control, and thus to fit him for citizenship. This is what is generally understood as education. Secondly, it is the purpose of such a State to fit each child to become an effective economic unit in the State's life. This is vocational education.

The State must have both ends in view and must aim to serve them both, but it must also be careful not to confuse them. It is not possible to turn the elementary and secondary schools into mere training places for the vocations. To do this is to abandon

the chief purpose for which these schools exist. On the other hand, it is hopeless to expect a boy or girl will look toward the vocational school so long as it is wholly unrelated to and separated from the common school system. In other words, the vocational school must have its roots and growth in a common school system which, while its main purpose is to educate, still educates its pupils into an appreciation of the economic conditions and problems of their own countryside.

The elementary schools must develop the sympathy of the child for the community in which he lives, if it hopes to guide him successfully to a vocational school which shall prepare him for a useful life in that community. Today the elementary school guides him away from any such vocational ideal. It does not interest its pupils in the trades that they see about them, and a school intended to train for such trades has no connection with the common school system. There is no door by which the boy passes easily from the one to the other.

It is a part of the difficult problem of every modern State both to educate for life and to train for economic productiveness, to develop both the general system of schools for citizenship and a series of special schools or courses for vocations; to have each system of schools sympathetic and helpful to one another and yet not confuse the two purposes.

Relation Between Education and Training.

Several features of our American life have tended to obscure this relation between education and training, and have tended also to make the relation of the elementary schools to the trade schools more difficult.

One of these difficulties lies in the great emphasis that has been placed in America upon preparation for the professions—particularly for the professions of law, medicine, and engineering. For these quasi-public callings there is needed not only a long preliminary education, but a sound course of theoretical training. The preparation for a trade demands, on the other hand, a shorter preliminary education, with a technical training to give skill in that trade.

In the United States, as in all other countries, the world lives on the trades, not on the professions. For what we eat, for what we wear, for that with which we are clothed and warmed, we depend day by day on the skill and efficiency of those who go into the trades. Society needs hundreds of skilled men in the trades where it needs one lawyer or physician or engineer. Nevertheless, on account of the prominence of these great professions, it has hitherto been easy, in the United States, to obtain State appropriations for the education that prepares for the professions, and difficult to get support for schools that aim to train men for the farm, for the dairy, for the carpenter's bench, or for the mechanic's lathe.

The trade schools in European countries, notably in Germany, have been carried to a high degree of efficiency. They are related in a most successful way to the system of common schools. The child who is steering toward a trade—and the great majority of all children travel in that direction—begins to differentiate in his school course between his tenth and his twelfth years, and finds open for him a trade school articulated with his elementary school, in which he may get the necessary grounding and skill for a successful entry into his chosen vocation.

STORIES FOR TEACHERS AND PUPILS

HOW JACKSON ENTERED WEST POINT.

The manner in which that remarkable man, "Stonewall" Jackson, secured his appointment to the military academy at West Point shows the grit and determination which were a part of his character, even in boyhood. He had been an applicant for the appointment, but the place had been given to another boy named Butcher whose greater opportunities for study had made him more proficient. Within two months, however, this boy repented of his bargain, resigned and came home. No sooner had young Jackson learned of his return than he set to work more earnestly than before to win the appointment. This is how he accomplished it:

Jackson, who had been filling a constableship, resigned his position, hurried to his uncle, borrowed ten dollars, packed his saddlebags, and headed the gray mare toward Washington, over three hundred miles away. He knew that in three weeks the power of appointment would lapse into the hands of the Secretary of State.

The winter roads were terrible. The old mare gave out, and Jackson sold her and manged to go on by stage-coach, although various delays nearly drove him wild with fear that he would arrive too late. He reached the capital late at night, cold, hungry, and tired. Mr. Hayes, his Congressman, although surprised, greeted him kindly.

"The day isn't over until midnight," said Jackson. "It is hardly eleven o'clock yet. I could not get here any sooner."

Impressed by the young man's earnestness, the Congressman took him in a hæck to the Secretary's house, routed that official from his bed, and as an excuse for such strenuous proceedings, placed Jackson's weary, homespun-clad figure before him. While they were talking, the lad fell asleep in his chair. The Secretary was a reasonable man. As he gave his assent, he added: "This is the kind of youngster West Point needs; he doesn't quit easily."

To an inquiry the next day Jackson confessed that his financial resources were about exhausted, explaining that he had walked from Harper's Ferry, leaving his saddlebags to come on the stage.

"How will you reach West Point from here? Should you fail, like Butcher, how will you get back home?"

"I shall not fail, like Gib. You have always known me, Mr. Hayes. I allowed you would lend me enough to get there. That is all I need."

Jackson's faith in himself and his patron shone in every line of his face. The Congressman sent him to West Point rejoicing, where he "passed" and remained, and finally was graduated with honor.



UNCLE SAM'S STAR CLOCKS.

The clocks of the whole country are regulated by Uncle Sam, through the naval observatory of Washington. The manner in which the observatory gets the exact time is interesting. The observatory itself covers over 40 acres of ground and represents an outlay of many thousands of dollars. In the observatory are thousands of clocks that are the finest and so carefully constructed that if

they vary three-fiftieths of a second in a year's time they are considered bad timepieces. The pendulums of some of them swing in vacuums, so that they will have absolutely no hindrance, and the temperature of the rooms in which they are kept is not permitted to vary so much as a degree all the year round.

But even then they cannot be made to keep perfect time. Therefore Uncle Sam's officials in order to give the world perfect time, must go to a still higher source. This higher source is the stars. "The only reliable clocks," says a writer, "are the stars. These must be resorted to when it is necessary to find out what time of the day it actually is." In order to do this, instruments have been built, and these, resting not on floors but on the solid earth, so that they cannot be jarred, record the minutest portion of the seconds by what the stars say. The time given by the clocks of the observatory is also recorded, and the timekeeper, when he has assured himself that the instruments have given a perfect record, sets the clock accordingly.

Now comes the task of telling the world what the clocks say. One hundred and fifty years ago the naval observatory would have been useless to any part of the country, except Washington city, for there would have been no way of scattering the information to other paces in the nation. But people did not care so much in those days. Now, however, there is no such indifference to time and no such difficulty in securing it, and the second when the hands of the observatory's clocks point to 12 o'clock noon, the news is flashed over millions of miles of telegraph and cable wires to every part of the nation. San Francisco and St. Louis and New York and the other large cities of the country get the message the instant the clock registers 12 o'clock, and even the ships at sea are not left out, for Uncle Sam's war vessels get the flash as soon as the cities get it by wire.

This wonderful system started years ago when it was found that there was need of standardizing time in order to regulate the chronometers of Uncle Sam's warships.—Buffalo News.



TOMMY.

Tommy was a little monkey, and came from Africa. When he was very young a cruel hunter shot his mother, and brought Tommy to the coast. There he was sold to an English gentleman, and taken on board a ship to be carried to his master's home. Tommy soon became very much attached to his master and an old lady who took care of him. This lady dressed him in a frock, and he then looked very much like a little dried-up old man. Whenever the lady sat down, Tommy would go and climb into her lap and want to play. He was very fond of picking at the ruff on the neck of her dress. But the lady would say, "No, no, Tommy, you must not pull the pin out of my collar." He would then sit awhile and amuse himself by pulling his toes, just like a baby. When the lady tried to put him down, he would cling to her and cry, and when she started to leave the room, he would hold on to her dress

and walk beside her still crying. She would then give him a raw potato, and he would go away happy. One day when Tommy was playing about the room, his master placed a mirror on the floor so he could look in it. As soon as Tommy saw his image in the mirror, he stopped playing and stood quite still, looking at it for several minutes. He showed very plainly by his looks that he wondered where that monkey came from and how he got into the room. If monkeys could only talk I think he would have asked a great many questions about it, don't you? After looking at his image for a while, Tommy looked up at his master with an expression which seemed to say, "Please tell me where he came from." Then he came slowly up to the glass and placed his lips to it as if he would kiss the monkey on the other side. Then he looked behind the mirror, and seemed surprised not to find any one there. Tommy liked to swing as well as any boy, and would sit in the swing for hours with his hands on the ropes, just as you or I would. Tommy was quick to learn, and his master taught him many tricks while he was crossing the ocean. He would open a box, eat with a fork, and drink from a wine-glass as well as a man. He was also full of fun, and when given the freedom of the ship, would play more pranks on the sailors than six boys could ever think of.



OUR SILVER DOLLAR.

Did you ever study a silver dollar? Around the edge of the dollar is a raised ring. This is to keep the face of the coin from wearing away when two coins rub together. The little scallops on the inside of the raised ring are called the "milling." All around the edge of the dollar are little parallel marks, close together. These are called the "reeding," and are made to keep people from shaving silver off the dollar. The dollars now being minted bear the head of the Liberty on one side. This head is not designed from the imagination of an engraver. A young Philadelphia lady named Anna Williamson, possessed such classic features that the government engraver secured permission to copy her head. On the reverse side of the dollar our national bird, the eagle, is shown. In one talon is a bunch of arrows and in the other an olive branch. Partly surrounding the eagle is the laurel wreath which has been the symbol of victory and progression since the days of ancient Greece. It adorned the brows of poets, athletes, and warriors.

Just below the wreath you sometimes find a very small letter. If this letter is an "O" the dollar was minted in New Orleans. The letter "S" indicates that it came from San Francisco. If there is no small letter shown, you may know that the dollar was made at the mint in Philadelphia.

If a silver dollar were melted it would not be worth a dollar, because it does not contain enough silver. It is the stamp of the government which eases it to pass at its present value.—Our Companion.



THE SCARECROW.

One day a farmer looked at his cherry tree, all white with beautiful blossoms.

He said, "I shall have some fine cherries to eat this year, if I can only cheat the robins. Wish somebody would show me how to do it. I believe

a terrible seareerow would frighten them all away."

So he made one with great, long arms and bushy hair. Then he put an old torn coat on it and set it up in the tree.

Oh, it was a horrible thug to see! All the birds screamed with fright and flew away.

But the robins with their saucy heads aslant, kept their keen eyes upon it. They said, "He's a comical old fellow. Don't believe he'll ever budge. Let's fly to the tree together."

So they did, and the sauciest pair of all began to build a nest. Where do you think it was? Right in the seareserow's pocket, if you please.

By the time the cherries were ripe, the robins had a family. They ate cherries all day long because they were SO convenient you see.—Adapted from "The Seareerow," by Celia Thaxter.



POEM'S THAT CHILDREN SHOULD LEARN.

The poems selected as being the representative ones of the age are: "Twinkle, Twinkle, Little Star," "The Children's Hour," "Wynken, Blynken, and Nod," "Robert of Lincoln," "The Barefoot Boy," "The Village Blacksmith," "Lochinvar," "Old Ironsides," "Bed in Summer," "My Shadow," "America," "Sleep, Baby, Sleep," "Songs of Tree-top and Meadow," "The Flag Goes By," "The Counterpane," "September," "Sweet and Low," "The Sandpiper," "Our Flag," "Today," "The Arrow and the Song," "October's Bright Blue Weather," "The Corn Song," "The Landing of the Pilgrims," "Ring Out, Wild Bells," "Daffodils," "Abou Ben Adhem," "My Native Land," "The Chambered Nautilus," "What Is So Rare as a Day in June," "To a Water Fowl," "The Concord Hymn," "Thon, Too, Sail On, O Ship of State," "The Cloud," "The Quality of Mercy," "Flower in the Crannied Wall," "Recessional," "O Captain, My Captain," "A Song," and "The Battle Hymn of the Republic."

THE PANAMA CANAL.

Length from deep water to deep water—50.5 miles.

Length on land—40.5 miles.

Length at summit level—31.7 miles.

Bottom width of channel—Maximum, 1,000 feet; minimum (in Culebra cut), 300 feet.

Depth—Minimum, 41 feet; maximum, 45 feet.

Summit level—85 feet; above mean tide.

Locks in pairs—12.

Locks, usable length—1,000 feet.

Gatun lake, area—164 square miles.

Gatun lake—channel depth—85 to 45 feet.

Concrete required—5,000,000 cubic yards.

Time of transit through canal—10 to 12 hours.

Time of passage through locks—3 hours.

Length of relocated Panama railroad—46.2 miles.

Canal zone, area owned by United States—about 322 square miles.

French buildings acquired—2,150.

French buildings used—1,537.

Value of utilized French equipment—\$1,000,000.

Canal force, average at work during construction—about 39,000.

Estimated total cost of canal—450,000,000.

Work begun by Americans—May 4, 1904.

—American Educator.

SUGGESTIONS FOR WORK IN GEOGRAPHY

A LESSON IN GEOGRAPHY AND LANGUAGE.

Write these words and sentences on the board. Require pupils to copy them, selecting the proper word from the columns to fill the blanks:

plain	Plateau	point
continent	ranges	extending
mountain	archipelago	water
island	general	gases
mountains	peninsula	sea
elevation	lava	isthmus
surrounded	mountain	bay
land	land	narrow
range	system	gases
alley	stones	connects
water	surrounded	two
series	mountain	gulf
broad	water	ashes
number	flames	larger
tableland	cape	coast
islands	body	large

1. A — is the largest division of land.
2. An — is a body of land — by —.
3. A group of — is often called an —.
4. A — is a body of — nearly — by —.
5. A — is a — of land — into the —.
6. An — is a — strip of land which — — bodies of land.
7. A — is that part of the land which borders on a — — of water.
8. A — is a high — of —.
9. A mountain — consists of a — of mountains.
10. A — of — extending in the same direction is called a —.
11. A volcano is a — which sends forth — —, and — called —.
12. A — or — is a broad flat mountain top.
13. A — is the — lying between two —.
14. A — is a — extent of level land.
15. A — is a body of water nearly surrounded by land.
16. A — or — is a body of water extending into the land.—Exchange.

* *

FREE GEOGRAPHY MATERIAL.

Isn't it really more interesting to study a good railroad map of the country, and plan possible trips than it is to memorize a lesson from a text-book?

Railroad companies, boards of trade, colonization companies, real estate firms, and navigation companies are usually glad to give, upon request, much interesting and valuable material. To be sure, not all of it is usable but teachers can sift it.

I have seen pupils work with great enthusiasm over note books which contained descriptions of possible journeys to different parts of the world illustrated with pictures of scenery, buildings, etc., which had been culled from advertising matter, magazines, and other available sources. I have in mind just now a note book in physical geography which was made in the above described way and was better illustrated than any school-text I ever saw.

All that is needed to make a success of this kind of work is an enthusiastic teacher willing to look and plan ahead a little for her classes. Does it pay? Try it and watch your pupils come to life.

STUDY OF NATURAL SCENERY.

How closely geography is connected with nature. Let us then teach the children to know and love the natural curiosities of our own country at least; for we have them that can outrival those of Europe in beauty and grandeur. Let us read and talk to them about Niagara Falls, Yellowstone Park, The Grand Canon, Mammoth Cave and The Big Trees, not only as natural curiosities, but also that they may learn to reverence more the wisdom and superiority of the Creator, who made them to delight the human eye.

It is a deplorable fact that many of our tourists who journey to foreign countries to rave over their beauties of nature and art haven't the slightest acquaintance with the beauties of our own country.

I never dream of Europe, but I do sometimes indulge a dream of the time when the public school teacher will be paid enough to enable her to take in some of the sights of our own country; for after all it isn't so much where or how far you go that determines what you see as it is what you take along in your head, for that mind brings most away that takes most along.

FOR FRIDAY AFTERNOON.

The institute instructors should help the teachers to try out some definite and helpful plan for making the Friday afternoons profitable and pleasurable. For example one Friday afternoon may be devoted to "Interesting Events."

The Panama Canal.—Let some of the older pupils prepare short compositions on the country through which it runs, others on the descriptions of the canal, The Value of the Canal, Effect on the South in General and North Carolina in Particular, the Controversy Between United States and England over the free admission of American ships, etc., The teacher could cut from different magazines and newspaper pictures of the Canal, the locks, ships passing through, etc., and exhibit them in the school.

Mexico.—This would make another interesting topic which could be treated in a similar manner.

North Carolian trees or forests, or agriculture products, or cities, could form one or more topics.

Another Friday Afternoon could be devoted to literature. The teacher could select an interesting story to read to the school. Pupils through the aid of the teachers might memorize certain poems or prose selections. Some of the pupils could bring a short reproduction of some important story.

A school exhibit would offer an opportunity to display the best work of the month. Oral and written composition, practical arithmetic problems, local geography, and agriculture, could be brought forward. School room decoration and picture mounting could be encouraged.

Each Friday afternoon could be turned into an enjoyable occasion. Pupils should be given an opportunity to take what part each preferred to take. Parents should be urged to be present.

The Institute conductors should conduct at least one Friday afternoon for the benefit of the teachers and show them what subjects to select and how to organize their material.

SUGGESTIONS FOR TEACHING PRACTICAL AGRICULTURE

PRACTICAL TOPICS FOR STUDY IN AGRICULTURE.

1. How soil is produced.
2. How plants get their food.
3. The three most valuable commercial fertilizers.
4. Different ways fruit trees are raised.
5. Ways to prevent plant diseases.
6. Why growing corn is cultivated.
7. In what good crop rotation consists.
8. The best beef and the best dairy cattle.
9. Advantages of drainage.
10. Crop of most value in home locality.

* * *

MAKING BOOKLETS OF AGRICULTURAL SUBJECTS.

Let the class in agriculture make booklets of pictures of stock, poultry, etc., cut from the various farm journals found in the home or school. A booklet could be made on "Dairy Cows" showing notable cows arranged according to breed and the booklet could close with a paper written by the pupils in which the different dairy breeds of cattle are discussed as to origin, characteristics, etc. Neat covers could then be attached with appropriate designs on the front, and a booklet of permanent interest has been made.

* * *

NATURE STUDY AND AGRICULTURE.

The botany or nature work found in the schools lends itself naturally to practical work. Instead of microscopic work and detail drawings of minute parts of plants let the pupils be taught how plants grow, what plant foods are, where they are, how they get them. This work may be continued by studying plants themselves so that the pupils know the common plants about them, how they live, and their economic relation to man. At every step there is opportunity for the introduction of practical botany. For instance in the study of plant foods a collection may be made of the plant foods, obtaining them from common sources, such as potash from wood ashes, and phosphoric acid from burned bone. Solutions may be made strong in some one food as

compared with the others. Put plants in these solutions and note the resulting growth. The practical results of such work in the writer's classes has been the introduction of the use of special fertilizers for certain fields on the farms in the community,—to a small extent to be sure, but still enough to show the practical nature of applied botany. This work leads up to a study of soils and fertilizers, drainage, rotation of crops, etc., all of which knowledge makes its possessor a more efficient agriculturist.

Another practical phase in the study of plants that results in increased efficiency is a consideration of weeds. Unless pupils over the state are different from those in the writer's classes their knowledge of the common weeds amounts to almost nothing. A part of this work then, will be to make a collection of weed plants, press them and mount them. Each individual weed, its habits of growth, and economic aspects, is then taken up. The practical result has been a more efficient battle against the weed evil because a knowledge of a weed's habits makes it possible to take advantage of places in its life history where destruction is more easily accomplished.

KNEW SOME FARM ARITHMETIC.

The teacher was hearing the youthful class in mathematics.

"No," she said, "in order to subtract, things have to be in the same denomination. For instance, we couldn't take three pears from four peaches, nor eight horses from ten cats. Do you understand?"

There was assent from the majority of pupils. One little boy in the rear raised a timid hand.

"Well, Bobby, what is it?" asked teacher.

"Please, teacher," said Bobby, "couldn't you take three quarts of milk from two cows?"—New York Evening Post.

In a group of twenty-five boys taking "part-time" agricultural work in five agricultural schools in Massachusetts last year, two earned more than \$300 each, twelve more than \$200, and only three less than \$100, from their farm produce.

WHAT IS MORE IMPORTANT THAN HEALTH?

THE NEGLIGENCE OF THE AMERICAN FATHER.

Not long ago I was talking to an American father who has worldly goods worth at least \$100,000. Incidentally he is also well supplied with children, whom he daily exposes to the dangers involved in having at his home an unsanitary privy. The point this man emphasized in his conversation with me was that he thought every woman should have eight or ten children.

Now, frankly, my friends, what encouragement is there to this man's wife to bear him children, when he exhibits so little interest in keeping them alive and healthy and in conserving the maternal efforts of his wife that he subjects both the children and their mother to the dangers involved in a type of sanitation that is dangerous to the entire family? Poverty cannot be pleaded as an excuse in this case,

for the man has property worth not a cent less than \$100,000, and it would not cost him over \$15 to change the sanitation of his yard. Ignorance cannot be pleaded as an excuse, for he is not an uneducated man and he has been warned about the sanitation under which his children are living. What is the explanation in this case?

My reply to this question is this: This particular man is a fair sample of the average American father; despite the fact that he would be willing to wife or any one of his children if he saw that they make any sacrifice to restore to health either his were seriously ill, he in common with the average American father is not sufficiently interested in keeping his family well to take ordinary precautions for this purpose unless the law forces him to do so; without murmur, he would pay a bill of several hundred dollars for physicians and trained nurses,

if typhoid fever were actually present in his family, but he would consider it financial foolishness or the unwarranted interference of a theorist if he were urged to expend \$15 in making his privy less insanitary, as a precautionary measure against typhoid.

Are you surprised at this interpretation? And do you think I am rather uncomplimentary to American men? Frankly, my friends, when one discusses the sanitary precautions with which the average American father voluntarily surrounds his wife and children, it is necessary to be either uncomplimentary or untrue. Frankly, my friends, I know too well the average American Father, with his lack of interest in protecting his wife and children against disease, to have much respect for him from this point of view.—C. W. Stiles, in Charlotte Medical Journal.



A FLY CATECHISM.

1. Where is the Fly born? In manure and filth.
2. Where does the Fly live? In every kind of filth.
3. Is anything too filthy for the Fly to eat? No.
4. (a) Where does he go when he leaves the vault and the manure pile and the spittoon? Into the kitchen and dining-room. (b) What does he do there? He walks on the bread, fruit, and vegetables; he wipes his feet on the butter and bathes in the buttermilk.
5. Does the Fly visit the patient sick with consumption, typhoid fever, and cholera infantum? He does—any may call on you next.
6. Is the Fly dangerous? He is man's worst pest, and more dangerous than wild beasts or rattlesnakes.
7. What diseases does the Fly carry? He carries typhoid fever, tuberculosis, and summer complaint.

How? On his wings and hairy feet. What is his correct name? Typhoid Fly.

8. Did he ever kill any one? He killed more American soldiers in the Spanish-American War than did the bullets of the Spaniards.

9. Where are the greatest number of cases of typhoid fever, consumption, and summer complaint? Where there are the most flies.

10. Where are the most flies? Where there is the most filth.

11. Why should we kill the Fly? Because he may kill us.

12. How shall we kill the Fly? (a) Destroy all the filth about the house and yard; (b) pour lime into the vault and on the manure; (c) kill the Fly with a wire-screen paddle, or stick paper, or kerosene oil.

13. Kill the Fly in any way, but kill the Fly.

14. If there is filth anywhere that you cannot remove, call the office of the Board of Health, and ask for relief before you are stricken with disease and, perhaps, death.—School Education.



"HEALTHGRAMS" FOR SCHOOLS.

Dry dusting moves dust; it doesn't remove it. Closed windows are open avenues to consumption. If your milk is not safe your life is not safe.

Breathe fully and freely; the more you expand your chest the less you will contract colds.

The digestive tract is about thirty feet long. The combined length of the blood vessels of the body is many miles. If you want your food to go a long way, chew it thoroughly.

Your lungs can't be washed but they can be aired.

You wouldn't offend your stomach with dirty water; then why offend your lungs with dirty air?

Too much fresh air is just enough.

—Bulletin of Dept. of Health, Chicago.

SUGGESTIONS IN TEACHING ARITHMETIC

MAKING THE ARITHMETIC PRACTICAL.

1. A suggestion for teaching the multiplication of decimals.

Write the decimals first as common fractions:

$$\begin{array}{r} 6 \quad 6 \quad 36 \\ \times \quad 10 \quad 100 \\ \hline 360 \end{array} = \frac{36}{100} = .36$$

A

$$\begin{array}{r} 6 \quad 6 \quad 36 \\ \times \quad 10 \quad 100 \quad 1000 \\ \hline 360 \end{array} = \frac{36}{1000} = .036$$

$$\begin{array}{r} 8 \quad 2 \quad 16 \\ \times \quad 100 \quad 1000 \quad 100000 \\ \hline 160 \end{array} = \frac{16}{100000} = .00016$$

Then write in decimal form:

$$\begin{array}{r} .6 \quad .6 \quad .08 \\ .6 \quad .06 \quad .002 \\ \hline 36? \quad 36? \quad 16? \end{array}$$

B

The common fractions of group A are equal to the decimal fractions of group B so their products must be equal. Compare the sums of the number of places in the multiplier and multiplicand, in each case, with the number in the product. Pupils will have no difficulty in generalizing and making their own rule.

2. A Concrete Problem:

Are you teaching that "128 cubic feet are one cord?" Have your pupils any idea of what they are talking about?

Have you a pile of wood in the shed or backyard? How would it do to have the class actually measure a cord of it? Wouldn't the experience be worth while?



TAKING THE ARITHMETIC OUT DOORS.

The class of seventh year pupils seemed lazy one afternoon, the recitation proceeded indifferently; the teacher felt the need of a change. At the signal for "position," the whole school sat bolt upright.

"I want the primary pupils to measure the platform at the well, and the foundation dimensions of the coal house; the intermediate and advanced sections will please go with me to the yard, with slates and pencils; put on your hats and bonnets, and as you pass out I'll hand each one a rule."

The teacher stepped to the coal-house, where she found a piece of pine fencing board fifteen inches long; the students split out a half dozen square sticks, and sharpened one end of each with their jackknives. These sticks were handed the girls

and they were told to drive them into the ground until they were exactly one foot above the surface. When the girls were sure they had obeyed instructions, they were asked to measure the shadows cast by the upright sticks; the results were recorded; then the teacher asked each to show the equivalent of the actual height of the sticks, in shadow. The result was 1 ft. in height = 2 1-2 ft. in shadow. After a little chat, the teacher said she would like to know the height of the walnut tree, the large maple and the red oak.

The primary class came forward with its results of measurements, and diagrams were drawn to illustrate the platform and the coal-house (ground

plan). Then followed measurements of books, desks, slates, etc., all tabulated in the neatest form possible for pupils of their attainments; all at once Bertha (in the intermediate division) held up her hand and, with sparkling eyes, said, at the nod of the teacher, "Miss Muggins, won't the length of the shadow change as the sun goes down?" What does the class say about this?" said the teacher; some said it would, while Anna said, "I don't think it would make any difference in the answers." "Why?" said Harry. "Because the shadow of the stick would be longer too," said Anna. "At 3:55 we shall go out and test it," said the teacher.—American Journal of Education.

TEACHER TRAINING IN FRANCE, GERMANY, AND AMERICA

By Charles W. Davis, Trinity College.

In this short paper I do not intend to do more than outline the systems of teacher training which have become established in Germany, France, and America. But in order that the differences between the French and German systems and our own may be more clearly understood and accounted for, we must remember that both Germany and France have strongly centralized systems of education over which a minister of education exercises considerable authority. This centralization of authority tends to produce uniformity in teaching requirements and training in all parts of each country.

Teacher Training in Germany.

In Germany a college degree does not qualify its holder to be a teacher. Teaching is little less a profession in Germany than medicine or law. However, most of the secondary school teachers are holders of university degrees. To be admitted to the profession of teaching, an aspirant must, first of all, pass the state examination for teachers. The examination and preliminary requirements of the State of Prussia will be treated in this study because Prussia comprises a good portion of the German Empire, and because the educational system of the empire is sufficiently uniform to permit the system of any of its states to be used as an example.

Before being admitted to the examination, a candidate must have graduated from a German **Gymnasium** or **Realgymnasium** or a Prussian **Oberreal-schule** and must have studied six semesters at a university. The period of preparation usually lasts four or five years. The examination consists of two parts: the general examination and the special-subject examination. The general examination tests the candidate's knowledge of philosophy, pedagogy, German literature, and often of religion. The special-subject examination tests the candidate's knowledge of one subject or group of subjects in which he has specialized and which he wishes to teach. To succeed a candidate must pass the general examination, and one major and two minors in the special examination. The candidate must present two essays or a dissertation, if he is a doctor of philosophy, which may take the place of one of them. Only Bavaria and Wurtemberg show any marked departure from this scheme. They require biennial examinations and a more strictly prescribed university course.

When a candidate has passed the examination he still must spend at least one year, and more often two, in practical training. The Prussian regulations

call for a **Seminarjahr** and a **Probejahr**, or year of probation. During the former the candidate must become acquainted with the theory and principles of education in their application to the higher schools, and must be initiated to practical teaching. Groups of eight or ten are assigned to a school where two hours a week are spent in discussing school management and principles of instruction. By class-room visitation they acquire a survey of the tasks of the whole school. Each candidate must give a trial lesson about once a month at which are present the other candidates, the directors, and the teacher. Towards the close of the year a somewhat more comprehensive dissertation dealing with the candidate's observations must be presented. The probationary year gives the candidate practice in the application of his educational knowledge, and is usually spent in a different school. A candidate is on duty several hours a week more than the year before, and is always supervised by the director and the teacher whose class he is teaching. Each candidate must hand in reports of his own teaching showing how much insight he has attained in the profession, and only when these have been approved does he receive the coveted certificate.

Teacher Training in France.

Note.—A number of French words in the following paragraphs do not bear the proper accents, for the reason that the printer did not have them.

Teacher training has been in successful operation in France for more than a hundred years. Its beginning, however, dates back much further. As early as 1645 Dumonstier proposed to train at state expense a number of promising children for the teaching profession. In 1776 the **aggregations** were established in philosophy, rhetoric, and grammar as a result of the labors of Rolland. Modern writers trace the present-day French training schools to the efforts of Basedow, Franke, and Felberger of Germany. The concrete result of their influence was the Normal School of the Convention which lasted only during the spring of 1795. The present Higher Normal School claims to have had its beginning in this school, though it in reality dates from Napoleon's founding of the university about 1808. The school which was established by Napoleon in 1810 is more like the present school than was the school as it stood before the reform of 1903. The students were supported by the government two years. The best ten students were allowed to remain a third year in order better to prepare themselves for their

profession. Entrance depended on competitive examination; the number was determined by the probable needs of the lycées and colleges; and these characteristics have prevailed until the present day. In 1903 the Higher Normal School was merged into the University of Paris. In 1910 there was room for only one hundred and five students, the others, who have to live outside, receiving an allowance from the state of twelve hundred francs per year. Admission is still by competitive examination. The written part of the examination is held in the academy seats simultaneously in various parts of the country, but the candidates must come to Paris for the oral test. The first on the list of eligibles go to the normal school, the next in order receiving appointments during their year of study for the master's degree. Theoretically, a candidate needs only to have a bachelor's degree. In practice, on account of the keen competition, much more is required.

There are two grades of secondary schools in France, the **College** and the **Lycée**. The latter is a little higher, although a certificate from either admits its possessor to the university. After two, or sometimes three, years of university study a candidate receives the **licence** which is the minimum qualification of a teacher. Those holding a **licence** only get inferior positions in the **colleges**. To attain a higher professional rank a candidate must take at least two additional years of work and pass a rigid examination, the **aggregation**. He is now a professor, (*professeur agrégé*) and has the legal right to a life position as teacher in the **lycée**. The minister of education is obliged to find positions for such men.

A limited number of men now receive special training in the higher normal school, the **Ecole Normale Supérieure**. About twenty persons are selected each year by competitive examination to whom scholarships are given which include also admission to the normal school. All their expenses are paid while they are preparing for the **license** and then for the **aggregation**. To do this requires at least five years. Students in the normal school are given work in both theoretical pedagogy and in practice teaching. The candidate gives lectures before his colleagues and does at least three weeks teaching in a city **lycée** supervised by a competent teacher.

Teacher Training in United States.

Because of the more or less centralized government control of education in France and Germany a standard system of teacher training has grown up. But in the United States, where the direction of schools is largely a local matter, no such a system has grown up, and teachers of various grades of ability and training are often found in neighboring secondary schools or even in the same school.

There has been a tendency in this country to assume that literary attainment alone qualifies one for teaching. Experience has always disproved this but only a very few of our states today have laws demanding pedagogical training of its teachers. A few, however, have taken long strides in this direction. California has gone much further than any of the rest. Its laws provide that every teacher shall have taken a certain amount of theoretical and a certain amount of practical pedagogy, and that every student intending to teach shall do supervised practice teaching for a specified length of time. Its state university, as well as its normal schools, provide facilities for practice teaching un-

der competent supervision as a part of the pedagogical course. One third of our states have laws approaching those of California in completeness but the remaining two thirds are far behind in that certificates to teach are almost invariably issued to normal school and college graduates regardless of teaching ability or experience. The establishment of schools for teacher training is a comparatively recent thing in the United States. The normal school of Massachusetts established in 1839 was the first. In the last third of the century this type of school has become quite general in all of our states, but the tendency of school men has been to regard its training as not quite sufficient for secondary teachers. Its academic work goes, as a rule, but two years beyond the high school. Here, as in Germany, the college and university together have influenced secondary teacher training more than any professional institution either connected with the institutions or separate from them. The academic college course, according to Brown in his book, "The Training of Teachers for Secondary Schools", is now and has always been regarded as more important than any purely pedagogical training.

GIFTS TO FOREIGN UNIVERSITIES.

Foreign universities are now receiving some of the large private benefactions for which they have long envied American institutions. Cambridge University has recently received \$450,000 for general purposes, and \$50,000 for a chair of astrophysics; Bristol University has had a gift of \$100,000 from one donor, \$90,000 from another, and \$750,000 from two others; Glasgow has been willed \$50,000 for a research lectureship in medicine and \$170,000 from three other benefactors; and Leeds has an anonymous gift of \$50,000 for the erection of a school of agriculture. In Germany, \$2,000,000 has been subscribed for transforming the scientific institutes at Frankfort-am-Main into a university, and the University of Hamburg is to start with an endowment of \$6,250,000. In the case of Hamburg, however, the money has been entirely appropriated by the city.

THE RECITATION

At the close of a recitation period, do you ever stop and ask yourself such questions as those that follow?

1. Did my pupils really have a problem to solve during this period? What did that have to do with the kind of attention that they gave?
2. Did I take special pains to lead them to see just how today's lesson was related to previous work?
3. Did I have my lesson so planned that each related step succeeded the other in logical order? Was time wasted by the introduction of, or the failing to throw out irrelevant material?
4. Did I have someone in the class make a definite summary of what had been accomplished during the period?

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A LESSON IN HIGH SCHOOL ENGLISH

By Miss Laura A. Tillett.

[NOTE.—This is a plan for an English lesson in the second or third year high school, showing how the five formal steps may be followed. This was presented to a class in Education at Trinity College as a specimen plan. In making out this plan the student had in mind a class which had studied something of Wordsworth's life, of his most prominent characteristics, and of his beliefs concerning poetry, and had made a detailed study of some of his simplest poems, such as "We are Seven," and the Lucy Gray poems.]

The Solitary Reaper.

Behold her, single in the field,
Yon solitary Highland Lass!
Reaping and singing by herself;
Stop here, or gently pass!
Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the Vale profound
Is overbowing with the sound.

No Nightingale did ever chant
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands;
A voice so thrilling ne'er was heard
In spring-time from the Cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.

Will no one tell me what she sings?—
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humbled lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?
Whate'er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o'er the sickle bending;—
I listened, motionless and still;
And, as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.

I. Preparation.

1. How do you suppose Wordsworth happened to write this poem?
2. What in Wordsworth's life makes you think he was interested in this type of character?
3. Does Wordsworth show his real idea about what real poetry ought to be in this poem?
4. What is a reaper? Have you ever seen one? What does the word "solitary" add to the title?

II. Presentation.

Read the poem entire, and then take it up in detail.

1. To whom is "Behold her" addressed and for what purpose?
2. To what is our attention next directed?
3. What does the expression "Highland Lass" tell us about the maiden?
4. What picture do we get as to time and place of theme from the first three lines? Why is it significant?
5. a. Why is the next line important?
b. What else intensifies interest in the song?
6. How is the nature of her song suggested and why?

7. How does he center our attention upon the quality of her song again? (Comparisons-Philomela).
8. a. Why do you suppose he chooses the nightingale for comparison?
b. Why have the nightingale in Arabia?
c. Where is Arabia?
9. a. With what else does he compare the maiden's song?
b. Why do you suppose he does this?
c. What are the Hebrides?
10. Why does he say:
 "Will no one tell me what she sings"?
11. What does the word "perhaps" show us?
12. a. What themes of her song does he suggest to us?
b. Why are these suggestions made?
13. What do the lines show us:
 "Whate'er the theme the maiden sang
 As if her song would have no ending
 I saw her singing at her work"
14. What is the effect of her song on the poet?

III. Comparison.

1. Does this poem remind you of any other one of Wordsworth's poems that we have had? How is it like that one?
2. What character in the Bible does this maiden call to mind?
3. Do any of you know any poem written by an American poet which is very much like this? (Whittier's Maud Muller).
4. Keats, another English poet contemporary with Wadsworth, said:
 " Heard melodies are sweet, but....."
Shelley said.
 "Music when soft voices die
 Vibrates in the memory".
5. Does this poem remind you of any great picture you have ever seen? (Millett's "The Gleaners").
6. Do we ever see any reapers such as this one now?
7. Haven't you ever had music to affect you as this did Wordsworth?

IV. Generalization.

1. What impression as to Wordsworth's character?
2. What elements of poetry do we see here?
3. How does it show the characteristics of all of Wordsworth's poetry?

V. Application.

1. What lesson can we get from this solitary reaper? Is it a good one? Why?
2. Do we ever let our work oppress us, so that our spirit is crushed?
3. Do you think you could paint the picture given here?
4. How would you like to write your idea of what this maiden was singing?

"Why ain't you at school, little boy?"
"I stayed away on account of sickness, sir."
"And who is sick, if I may ask?"
"The truant officer."

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Why should a real teacher be required to attend a summer school? Why should a person be employed who is not a real teacher?

Of course the institute should be worth attending. That goes without saying. But—it is somebody's business to have a good institute.

School surveys are popular just now. Vermont and Ohio have been measured recently, and Illinois is having her measure taken now. But how can we make the garment fit if we do not know the measure?

The County Superintendents should be organizing the teachers for the next institute. A six-months' school term will be of little value in the teachers do not improve as the length of term and the compensation increases.

"I hope, Mr. Superintendent," that you will excuse me for not attending the institute. I did not know we were to have one this year until I had planned to go visiting at the very time you set for the institute. Furthermore, my health is not very good and the doctor advises me to rest this summer. My work last year shattered my nerves. I can show you the doctor's certificate."

In the Goldsboro Schools a pupil may take music under a private teacher or do book keeping for a business firm, and this counts for so much school work and the pupil is graded by the public school for work done in these departments.

Watch the size of the different graduating classes in the city schools; note the large per cent of women; calculate the cost of graduating a very small per cent of the students; and study the defects of the school organization. There is something wrong somewhere.

Special June price on North Carolina Poems: Cloth edition, one copy 60 cents or two copies for \$1.00 postpaid; paper bound, one copy 30 cents or two copies for 50c. Only about 100 copies remain unsold. Act now. Send remittances to North Carolina Education, Raleigh, N. C.

SUPERINTENDENT S. B. UNDERWOOD SUCCEEDS THE LATE SUPERINTENDENT W. H. RAGSDALE.

The County Board of Education of Pitt County went to Kinston for a man to succeed the late Superintendent W. H. Ragsdale. Superintendent S. B. Underwood has done a good piece of work in Kinston and he was able to accomplish so much because he was a wise leader in his community, a good executive in the school system, and a man well trained professionally. These are the qualities that the Greenville Board of Education desired, and it was willing to pay the price. In the dual capacity of County Superintendent and professor of school administration in the East Carolina Training School, Superintendent Underwood will have a very wide field in which to exercise his talents.

A HIGHLY APPRECIATED LETTER FROM HONOLULU.

Honolulu, T. H., May 8, 1914.

Mr. E. C. Brooks,

Editor, North Carolina Education,

Durham, N. C.

Dear Mr. Brooks:

We wish at this time to express our appreciation of the North Carolina Education. You are to be congratulated upon its attractive appearance, and upon the excellent standards which it maintains. We find in it material of distinct help to us in connection with our educational work in Hawaii. Each number brings us practical suggestions and new points of view.

The items of current educational news appeal particularly to us, as we are somewhat removed from the mainland channels of intercommunication.

We wish you a long continuance of successful work, and beg to remain,

Yours truly,

VAUGHAN MacGEACHEY,
Editor Hawaii Educational Review.

EDUCATION NOTES.

The equivalent of one school year for more than 400 children is lost because of contact with minor contagious diseases, according to figures recently compiled for Pittsburgh.



Pupils in a German school were recently tested as to their reading of newspapers. In the highest elementary class of forty-four, twenty-five read a newspaper every day; fifteen at least once a week; and four less frequently.



As a result of a vigorous corn campaign waged by the Philippine Bureau of Education at Manila, there has been a decided increase in the production of corn, and a large decrease in the use of rice, formerly the chief article of diet in the archipelago.



Grammars, histories, geographies, and a little clay "slate" on which a little Babylonian boy evidently copied his lessons some 4,200 years ago are among the most recently deciphered documents in the University of Pennsylvania's collection from Nippur.

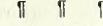


The term "city and rural schools" has but little meaning in the newer States of the west. In Kansas, for instance, one can in five or ten minutes reach the woods, fields, and meadows from the center of any city. Hence there need be no great difference in the school laws. The children of city and country are much the same. In cities like Chicago, New York and Philadelphia, the child usually knows but little of country life, for he seldom sees it.—Western School Journal.



In Denmark the school teacher is almost always furnished with a house, barn, and a few acres of land, according to W. H. Smith, a recent observer from the U. S. Bureau of Education. "The tenure

of office of the teacher is for life or good behavior, and 75 per cent of the rural teachers are men who settle down in their respective communities, cultivate the small farm, act as choristers in the country church, and easily and naturally become leaders in affairs."



Community music is the latest in co-operation. The pastor of a church in Locust Valley, N. Y., found that the church, the school, and the young people's organizations were spending a total of about \$1,300 per year for music without getting the best results. At his suggestion they pooled their funds and secured for \$100 a month the services of a competent music director who spends two days a week in Locust Valley, organizing and directing the music for the church and school, training a children's choir, giving monthly musical entertainments, and developing a choral society.

SPECIAL JUNE PRICE ON NORTH CAROLINA POEMS.

North Carolina Poems is a handsome collection of North Carolina poetry edited with notes by Mr. E. C. Brooks. Only about 100 copies remain unsold. Every teacher in the State should have these poems. To close out during the month of June, we will send one copy of the cloth or two copies of the paper bound postpaid for 60 cents. The regular price is one dollar.

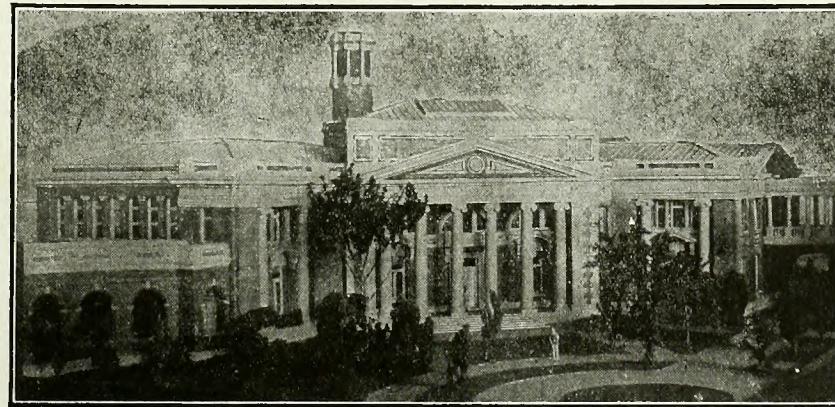
Two copies of the cloth edition or four copies of the paper bound will be mailed in one package for only \$1.00.

Or we will send, while the books last, one copy of the cloth (or two copies of the paper bound) and *North Carolina Education* one year for \$1.00. Send your remittance to-day to

NORTH CAROLINA EDUCATION,
Raleigh, N. C.

forces of the South. The equipment has been vastly increased, and two of the great new buildings will be used for the first time at the opening of the Summer Session June 25. One of them is shown

serve in the highest degree possible the teaching



The New Industrial Arts Building, George Peabody College for Teachers
Nashville, Tenn.

George Peabody College for Teachers. As the first great central Teachers' College for the entire South, this institution is striving to reach and to

above. If you have not made your plans for attending a summer school, write to-day to President Bruce R. Payne, Nashville, Tenn., for a catalogue.

THE TEACHERS' READING COURSE FOR 1914-1915

By E. E. Sams, Supervisor of Teacher Training.

In selecting the books for the Reading Course, it was thought advisable to retain on the list O'Shea's "Everyday Problems in Teaching" and Carney's "Country Life and the Country School." The books added this year are "Geographic Influences in American History" (Brigham), "The Teaching of Geography in the Elementary Schools" (Dodge and Kirchwey), and "Phelps and His Teachers" (Stephens). The first two books and two of the last three will be required. The County Superintendent will select from the last three books the two which he wishes to be used in his county.

Every-Day Problems in Teaching. O'Shea. The Bobbs-Merrill Company. Price, \$1.00.

The following quotation from the preface of this book will indicate the plan on which it is written:

"The treatment throughout is based almost wholly upon the description of typical lessons, given in sufficient detail to indicate the aim in each one, and the method of attaining it..... While a strictly theoretical treatment of teaching is not likely to be of interest to the practitioner, and not apt to influence his action, nevertheless concrete instances should be at least loosely unified under large principles of method. To illustrate: I have discussed a number of examples of teaching under the general heading, 'Teaching Pupils to Think.' While it is not necessary for the reader to go entirely through this chapter in order to appreciate the point of view which is developed, and while he might stop in a dozen places and test the principles presented, still all the points made relate to the general problem of teaching so as to develop an original as contrasted with mnemonic type of mind. And what is true of this chapter is true of most of the chapters of the book.

"In this volume the point of view is maintained that effective method requires that the pupil work out problems for himself."

Country Life and the Country School. Carney. Row, Peterson & Company. Price, \$1.00.

The fundamental line of thought maintained in this book unfolds as follows:

"First, that the chief relief for the present undesirable conditions of country life is to be realized through the co-operative endeavor of farmers and the upbuilding of local country communities.

"Second, that the country school, of all rural social institutions, makes the best and most available center for upbuilding the rural community, and bears at present the greatest responsibility for socializing country life.

"Third, that to realize this social service of the country school, country teachers must become local community leaders.

"And fourth, that to fill this office of leadership efficiently, country teachers must be afforded special training through State normal schools and other institutions of learning."

Geographic Influences in American History. Brigham, Ginn & Co. Price, \$1.00.

This book has been on the reading circle list in many of the states and has been a very popular book. In it the author has combined the materials of American history and geography. The study of this book will produce an increased interest in

both history and geography, and will bring about a closer correlation of these subjects.

The Teaching of Geography in the Elementary Schools. Dodge and Kirekwey. Price \$0.90.

"This book is the outgrowth of a number of years' experience in helping prepare teachers for work in elementary schools or for positions as critic teachers in normal schools, and is an attempt to organize the underlying principles which, from the standpoint of good geography and good teaching, are necessary before one can effectually attack the problem of framing a course of study in geography for elementary schools or of teaching any phase of this related whole. The authors have no plea to offer for a certain way of doing things which shall be applicable to all grades. They have tried to view the problem, first, from the standpoint of what good geography is; second, from the standpoint of what special problems in teaching geography offer, differing from the problems in other fields; and third, so as to see how the principles laid down by the expert geographer and educational expert can be made to meet practical needs in geography work and secure valuable training."

Phelps and His Teacher. Stephens. Hammond & Stephens Co., Fremont, Neb. Price \$0.50.

Of this book the author says: "In the following sketches the aim of the author has been to bring teacher and patron to a better understanding of the child, and incidentally of each other. Most of our troubles arise from misunderstandings, followed by hasty acts and words. It is so easy to misunderstand a child because he has such a limited power of expression. He often stumbles in his effort to understand and master things—often expresses thoughts he does not have, and does things he does not mean to do. In a measure this is true of his grown up friends.

"So it follows that complaints are frequent—the child against the teacher and the teacher against the child; the patron against both, and vice versa. Few of us are willing to concede to another an individuality that differs from our own."

"The school and home should help the child's development along lines natural to his growth. This individuality should be considered. Let us get away from the idea that we own his life and can do with it as we please, and not be held responsible for our acts. Let us be sure that in our effort to make him grow straight and strong we do not make him grow crooked and weak. And above all, let us be charitable toward him and each other."

North Carolina Education.

Teachers who belong to the Reading Circle will be required, as heretofore, to become regular readers of this valuable educational journal. This journal has always aimed to be of immediate help to North Carolina teachers, and it has realized this aim more closely year by year. Articles will appear each month covering every phase of the Reading Circle work, while special reports will be given showing how the various teachers' associations are using the books of the Course in their programs. Other interesting features of these teachers' meetings will be reported. By this means a dissemination of the best educational ideas and practices will be effected, making our edu-

ecational paper indispensable alike to the teacher and the County Superintendent.

Review.

It is expected that the teachers will keep in constant review Hamilton's "The Recitation," McMurry's "How to Study," and Colgrove's "The Teacher and the School." These books are too valuable to be cast aside after a mere cursory reading. The teacher should know them intimately. For various reasons too scant attention was paid them in the teachers' meetings. It would be a good idea to have the "model" lessons given in these meetings so planned as to illustrate the principles laid down in these books, especially in The Recitation and in How to Study. In other words, the review above indicated should be as concrete as possible. For instance, how does a given recitation or lesson illustrate Preparation, or Presentation, or Special Aims, or Supplementing the Thought of the Author, or Judging the Worth of Ideas, or Application, or How to Use Ideas? The teacher should be as familiar with these terms and what they mean as with the multiplication table; and it is only by constant review and use that this can be accomplished.

Diplomas.

Those teachers who complete the course for the ensuing year and who have completed the course for any three years preceding will be entitled to a diploma from the State Department of Education. County Superintendents as well as teachers should keep this in mind. A bona fide list of the teachers deserving diplomas in any county will have to be sent by the County Superintendent to the Supervisor of Teacher-Training in Raleigh. Upon receipt of this list a diploma will be sent to each teacher signed by the State Superintendent of Public Instruction and the Supervisor of Teacher-Training with a blank left for the signature of the County Superintendent. The diplomas will be attractive in form and will be a certificate, to the owner, of a certain amount of professional training. Since professional training is getting to be so much in demand, the diplomas should be worth while to those who get them.

ON PROMOTING PUPILS.

Much valuable time is wasted in the effort to construct a machine so complete in all its parts that the teacher will only have to sit and "watch the wheels go round." We sometimes forget that the school exists for the children not the children for the school.

I believe in sectioning classes and in semi-annual promotions, providing this is best for existing conditions. This problem must be solved for each school separately. I do not believe in promoting children according to the calendar or the phases of the moon, in order to carry into effect any preconceived mechanical routine of organization. A study of the conditions in each school, in each room, in each class, and of each pupil is always necessary in determining the time when promotions should be made. It is the business of the teacher, the supervisor, and the superintendent to be in such close touch with the life of the school as to be able to determine at any time what, if any, pupils should be advanced, and then re-organize the classes, whether such plan promotes whole sections, small groups or individual members. For the practical

application of this theory, I would divide each room into two classes, and such classes into two sections. This will enable the teacher to assign extra work to the strong section, while extra assistance is given to the weaker section. The object is not to gain time for the pupil, but to enable better work to be done. Let us give the stronger ones more work, the weaker more help, and all of them enough time to grow and mature, thus avoiding that unprofitable first year in the high school which comes to every one who enters with the immature mind of a mere child.

I care not whether promotions are made annually, semi-annually, bi-ennially or at any particular period so long as the children are rationally trained in a way to promote all-round development.—Edwin G. Cooley.

A THOUGHT FOR TEACHERS DURING VACATION.

A real teacher will be thinking about next year's work. It is too late to remedy last year's work. Why not begin right now to pack a chest ready for work another year? You probably know by sad experience, perhaps, what should be in such a chest for the first month's work. The tools I refer to consist of pictures, poems, memory gems, lesson plans, notes on busy work—and perhaps a few sets of the same for the trying first days in September, stencils classified and labeled, songs—or at least a list of them with a note telling just where each may be found, a number of cards with well selected sentences, a list of stories suitable for the month, a model of each piece of hand work completed during the month, and such other material as you may have found particularly helpful.

I have found it a good plan to file away such material at the close of each school month so that it will be ready for use the following year. An hour or so spent in this manner each month may save many hours of work during ensuing years.

PICTURES IN SCHOOLROOMS.

WHY?

- To make schoolrooms more homelike.
- To cultivate the children's appreciation of beauty.
- To make them life long friends.
- To increase their enjoyment in life.

WHAT?

- Those that will interest the children.
- Those that will tend to create higher ideals.
- Those that will tend to create broader and higher appreciation of art.

HOW?

- Let the pupils help raise the money. They will then take more interest in them and they will value them more when they feel a sense of ownership.—Wisconsin Journal of Education.

Pupils in Dickerson High School, Jersey City, went to school from 4:30 in the afternoon to 10 o'clock at night on one occasion lately, in order that the adult members of their families might see the school plant in operation. Over 15,000 citizens took advantage of the opportunity offered by Superintendent Snyder to see what the high school was actually doing. The school program was carried out in the regular order, including the serving of the school luncheon about the middle of the session.

News and Comment About Books

NOTES AND COMMENT.

"Henry of Navarre—Ohio," is the title of a story of college life and fun in a small town which the Century Company is just ready to bring out.

¶ ¶ ¶

"Work and Wealth: A Human Valuation," which the Macmillan Company has just published, will introduce to American readers, J. A. Hobson, an English writer upon economic subjects. The book is a study of modern industrial questions by an author who has acquired much repute in his own country.

¶ ¶ ¶

Dr. C. W. Saleeby's forthcoming book on "The Progress of Eugenics" gives a history of the Eugenic movement during the past five years. Dr. Saleeby emphasizes the manner in which Mendelism had modified former views of heredity, and he also lays stress on the changing attitude of public bodies towards the whole question of Eugenics.

¶ ¶ ¶

Charles Scribner's Sons are bringing out two new books relating to the administrative side of education. Horace A. Hollister, of the University of Illinois, covers quite a wide scope of subjects in "The Administration of Education in a Democracy," and Charles Hugh Johnston, of the same institution, edits "The Modern High School," in which a number of experts discuss subjects of vital importance in their respective fields.

¶ ¶ ¶

At a recent examination in the Baltimore High School, an amazing but not surprising lack of information on certain current topics of interest was revealed. The name of a famous military character in an adjoining country brought forth the following: "General Villa is a summer home"; and on the subject of disarmament it was affirmed that "disarmament is the process of disrobing." Other original replies were these: "Franklin's autobiography was written by George Washington," "Good examples of martyrs—Wilson and Roosevelt," "A fleet is a group of fish," and "A star shoots while a planet doesn't."

BOOK NOTICES.

Bellum Helveticum: A Beginner's Book in Latin. (Revised Edition). By Arthur L. Janes, Boy's High School, Brooklyn, and Paul R. Jenks, Flushing High School, Long Island, N. Y., with grammatical appendix by Arthur Tappan Walker, University

of Kansas. Cloth, 440 pages. Price \$1.00. Scott, Foresman & Company, Chicago, Ill.

A recent revision greatly improves what for seven years has been one of the best gateways to Caesar in use among first year students. Whether drill in forms, familiarity with construction and idioms, or a lively acquaintance with the style and the spirit of Caesar is considered, this admirable text-book will be found equally attractive and effective for class use.

American Literature. By Alphonso Gerald Newcomer, Professor of English in the Leland Stanford Junior University. Cloth, stamped in gold, 364 pages. Price \$1.00. Scott, Foresman & Company, Chicago.

A new edition from new plates of a work that for a dozen years has had a high place in numerous schools and colleges. Such revision and additions have been made as were necessary to bring the work up to date.

Lockhart's Life of Scott. Abridged and edited with introduction and notes by O. Leon Reid, Principal of Girls' High School, Louisville, Ky. Cloth, 16 mo. 262 pages. Price 25 cents. Pocket Classics Series. Macmillan Company, New York.

One of the world's greatest biographies is here abridged and edited in form for class use by young students. There is an introduction of three pages, and the notes and suggestions occupy fourteen pages, leaving 248 pages to the Life of Scott—and even with this allowance one wishes it could have been larger.

Selected English Letters.—Edited by Claude M. Fuess, Ph.D., Instructor in English, Phillips Academy, Andover, Mass. Riverside Literature Series. Linen cover, 113 pages. Price 25 cents. Houghton Mifflin Company, Boston.

This is a collection of sixty letters illustrating in some degree that delightful sort of literature which is found nowhere else than in letters. When one reflects that the letters of Cicero and Pliny have long been more accessible to schools than the letters of our best English and American authors, it is difficult to suppress feelings of hearty welcome to so inviting and timely a collection as is embodied in this little volume under the editing of Professor Fuess.

The Rural School: Its Methods and Management. By Horace M. Culter, Kansas State Normal School, and Julia M. Stone, Model Rural School, Hays, Kansas. Cloth, illustrated, 365 pages. Price \$1.10. Sil-

ver Burdett & Company, Boston, New York, Chicago.

Here are specific plans by experienced workers for improving the rural school and through it the life of its community. Nineteen chapters are devoted to management and ten to methods of work and teaching. It is a practical book for teachers and superintendents, and especially will the rural teacher of the one-room school here find a wealth of helpful suggestion and stimulus.

Great Poems Interpreted, with Biographical Notes of the Authors Represented. By Waitman Barbe, Professor of English in West Virginia University. Cloth 368 pages. Price \$1.25 postpaid. Hinds, Noble and Eldredge, New York City.

Books like this, which make plain to the lay mind the meaning of some of our great poems, perform a wholesome duty for mankind. A former volume by the same author was "Famous Poems Explained." His new book is on the same plan but is devoted to poems more difficult to understand. To each of the thirty poems included there is an explanatory or analytical introduction; marginal notes are given when deemed necessary, and at the end are biographical notes of the authors represented.

Selected Short Stories. Edited with an introduction and notes by Claude M. Fuess, Ph.D., Instructor in English, Phillips Academy, Andover, Mass. Merrill's English Texts. Cloth, 246 pages. Price, 30 cents. Charles E. Merrill & Company, New York and Chicago.

Thirteen short stories from English, French, and American sources are included in this well-edited little volume just added to "Merrill's English Texts." They are arranged in chronological order from Scott to Kipling, thus showing something of the process of evolution in the type of short story. With charming cleverness and insight the introduction treats of the short story as a literary type and of writing the short story, and following the selections are twenty-five pages of biographical and explanatory notes.

A Little Book of Well-Known Toys, by Jenness M. Braden. One hundred and nine line drawings and two-color pictures. Cloth, 105 pages. Price 45 cents. Rand McNally & Company, Chicago, New York.

The atmosphere of this little primer is that of glow, and mirth, and action. There are lovely balls, with baby in the game; little mothers cuddling precious dolls from black Dinah to a French beauty; and jumping-jacks to make fun for the little reader. Animals, too, are there, and musical and traveling toys. The

little stories and rimes all reflect a gayety and humor happily expressed in the rhythmic and simple text.

Fascinating little figures in line drawings and two-color pictures by Margaret Hittle frolic through every page, while tasteful binding, double end pages in color, large type, and cream tinted pages add a mechanical finish altogether worthy of this attractive little primer.

Village Improvement. By Parris Thaxter Farwell, chairman of the Village Improvement Committee of the Massachusetts Civic League. Illustrated. Cloth, 362 pages. Price, \$1.00 net. Sturgis & Walton Company, New York.

This is the eleventh volume to appear in the Farmers' Practical Library." For social service workers and civic improvement leagues it is a highly valuable text book of suggestion, instruction, and guidance, and will prove especially acceptable to those leaders who are looking for "new tools and fresh ideas." Its fifteen chapters discuss as many phases of village improvement work and the appendices give constitutions for improvement societies, neighborhood clubs and county fair programs. Among the illustrations, two of the most striking ones are entitled "How They Educate Young Mill Hands in Greensboro," and "Effect of Village Improvement Work at Charlotte."

What Can Literature do For Me?
By C. Alphonso Smith, Poe Professor of English in the University of Virginia. Cloth, 228 pages. Price \$1.00 net. Doubleday, Page & Co., Garden City, N. Y.

A remarkably clear and practical exposition of the utility of literature in self-culture is here given in a singularly simple and lucid style. But the book is more than an exposition, it is a stimulating if not inspiring guide to the better education of one's self through a better appreciation of the thoughts and artistic utterance of the great authors in literature. The interrogatory in the title is answered in six chapters under the following captions: (1) It can give you an outlet, (2) It can keep before you the vision of the ideal, (3) It can give you a better knowledge of human nature, (4) It can restore the past to you, (5) It can show you the glory of the commonplace, (6) It can give you the mastery of your own language. We commend the study of this little book as a valuable help to more intelligent and more fruitful reading.

A Manual For Writers. By John Matthews Manly, Head of the Department of English in the University of Chicago, and John Arthur Powell, of the University of Chicago

Press. Cloth, 225 pages. Price, \$1.35. University of Chicago Press, Chicago, Illinois.

This is an outgrowth of the "Manual of Style" of the University of Chicago Press which became so popular as a guide for printers, proof-readers, and copy editors, that a demand was felt for a similar and less technical book for the special needs of writers. It gives the most salient and necessary features of English composition, grammatical notes, spelling, capitalization, punctuation, use of italics, and letter-writing, all boiled down to the essentials. Technical information follows and hints as to preparation of manuscript for the press, typographical terms and usages, a description of the technic of illustration and book-making, and a final chapter of invaluable miscellaneous information for the writer. This will prove a most practical and popular hand-book, and the name of John M. Manly on the title page makes it authority.

Vocations for Girls. Prepared by a committee of teachers under the direction of E. W. Weaver, Director of Vocational Guidance and Industrial Education Bureau of the Buffalo Chamber of Commerce. Cloth, 194 pages. Price, 75c. A. S. Barnes & Company, New York.

A real contribution to current thought in behalf of girls who must work is found in this authoritative and well wrought out book. The jacket, before the book is opened, catches one's rapt attention by presenting an illustration of the sculptor's memorial to Alice Freeman Palmer at Wellesley College, and in the beginning is a quotation emphasizing "the tragedy of modern life" as "the tragedy of the man or woman who wants to do something and can do nothing well." Every teacher of girls who must later join the army of 5,000,000 women in this country already earning their own living money should make a religious study of this book, which discusses so helpfully the great procession of vocations, including factory work, nursing and other professions, farm and office work and business proprietorship.

A Group of Famous Women: A Biographical Reader. By Edith Horton. Cloth. Illustrated with portraits, 229 pages. 50 cents. D. C. Heath & Company, Boston, New York, Chicago.

Boys have long enjoyed the benefits of a wealth of biographical material tending to give them high ideals of civic achievement and noble manhood. But we know of no book which has attempted, as in the case of "A Group of Famous Women," to do the same thing for girls,—namely, to familiarize them with the important part played by women

in the development of the civilization of the world. In view of the greatly increased, and ever increasing, opportunity for usefulness on the part of women the world over, the coming generation must be trained to measure up to these new standards without loss of either womanly dignity or charm and without lowering ethical standards. No girl can read this book without being inspired, to some degree at least, to equal or surpass the highest achievement of the group of representative women whose lives are briefly recorded in this conservative little book.

Adventurings in the Psychical. By H. Addington Bruce. Cloth, 318 pages. Price \$1.35 net. Little, Brown & Company. Boston, Mass.

This book is complementary to "The Riddle of Personality" by the same author, and is a critical resume of the most recent investigations into the mysterious realm of the psychic, giving numbers of striking instances and authoritative experiments. After stripping most of the medium seances and furniture translations of their fraud, the author finds credible evidence of actual ghosts and visitations, of clairvoyance and automatic speaking and writing, and the cause for all these he concludes to be thought transference by telepathy. True cases of poltergeists and mediums he believes to result from a similar telepathic communication, but from the subconscious rather than the conscious self. This leads to an analysis of subconsciousness and to the account of a remarkable case of triple personality. The book is a very interesting compilation of weird incidents and an explanation of them on a natural basis and is a valuable guide to the actual facts so far as discovered in this realm, which is so full of fraud.

Psychology and Social Sanity. By Hugo Munsterberg. Cloth, 320 pages. Price, \$1.25 net. Doubleday, Page & Company, Garden City, New York.

Professor Munsterberg has devoted much study and experiment to the immediate application of modern psychology to the practical tasks of life. In three or four former volumes he has treated of the problems of the courtroom, medicine, education, and commerce and industry as affected by the application of exact psychology. In this new book, it is sought to make application of the laws of psychology to social subjects such as sex education (now so conspicuously thrust on public attention and in which the author advocates the policy of reticence), socialism, the mind of a juryman, efficiency on the farm, social sins in advertising, the mind of the investor, society and the dance, and a few others. All of these questions are more or less

prominent or more or less active in the social life of to-day, and the psychologist's treatment of them is extremely interesting both on account of his avenue of approach and on account of the substantial contributions made to the authoritative discussion of several important problems of modern social life.

Vocational Guidance. By J. Adams Puffer, Lecturer, Director of the Beacon Vocation Bureau, Boston. Cloth, 294 pages. Price, \$1.25. Rand, McNally & Company, Chicago and New York.

The teacher who is participating in the work of guiding the child aright in the vital problem of selecting a life work, will find an indispensable aid in Vocational Guidance.

The book tells in a simple though highly interesting manner how every teacher may become a vocational guide, and offers a rich store of information and equipment. A multitude of specific examples covers every phase and peculiarity of child character and points the teacher to an illuminating interpretation and the correct guidance of child tendencies. There is an exhaustive classification and review of the various occupations, their opportunities, their drawbacks, and the different abilities they require for success. The author presents a mine of common sense information and practical suggestion concerning the vocational problems of the industrial and professional world.

The book is profusely illustrated with photographs of unusual interest, and helpful diagrams and tables, and should find a place in the library of every conscientious teacher.

Holmes's Autocrat of the Breakfast Table. Edited with an introduction and notes by C. R. Rounds, Instructor of English, Wisconsin State Normal School. Cloth, 16 mo., 364 pages. Price, 25 cents. The Macmillan Company, New York.

Selections From Trevelyan's Life and Letters of Lord Macaulay, with Macaulay's speeches on copyright. Edited with introduction and notes by Joseph Wayne Barley, A. M., Ph.D., Associate Professor of English and Modern Languages in the University of Missouri. Cloth, The Macmillan Company, New York. 16 mo., 332 pages. Price, 25 cents.

These little volumes are two of the latest additions to the attractive Pocket Classics of the Macmillan Company. This series, so long and so widely known, present a wealth of choicest texts from both American and English literature—texts that are exceptionally well edited and admirably equipped for study in schools or for private reading. In the case of Trevelyan's Life and Letters of Macaulay the difficult task of inclusion and exclusion has been performed as completely as possible

without perpetrating violence. In the Autocrat of the Breakfast Table the task of editing was an easier one, consisting largely of the notes required to make plain to younger readers many references that were clearer to Dr. Holmes's contemporaries than to the present generation of youth.

A Helpful Book About Famous Pictures.

Messrs Editors:—

Believing that the chief aim in every school should be not so much to furnish the children with ability to earn a living and "make money," as to show them how to live a sweet and dignified life animated by the beauty and goodness of work and enjoyment, I feel constrained to say a word in behalf of a volume called "Famous Pictures," which came into my hands a few days ago. It is a volume which if introduced into the high school would be of untold benefit to the pupil in opening up for all future life that language by which we understand nature and truth and thus can commune with God. The contents of the book is divided into chapters, as follows:

The Story of Painting, Portraits, Pictures of Child Life, Animal Pictures, Landscape Painting, Legendary and Historical Subjects, Decoration, Genre and Still-Life Painting, etc.

Anecdotes of the painters, a simple analysis of their pictures, and interesting history of their lives, comparisons, contrasts, etc., make the book absorbingly interesting not only to the pupil but to the teacher as well. It is an exceptionally direct way to enter into that larger understanding of art which never fails to raise the life upon a higher plane.

The book is written by Charles L. Bristow, and published by The Century Publishing Company, Union Square, New York. It sells for a price considerably less than many high school books on other subjects.

THORNWELL HAYNES.

High Point, N. C.

Aunt Caroline came running into the dining room, kinky hair on end.

"Missus," she gasped, "I done met a ghost out dar by de well."

"You must have been mistaken, Caroline," said the lady of the house. "There aren't any such things as ghosts."

Aunt Caroline drew herself up haughtily.

"Dey ain't, ain't dey? Well, what would you say if I tolle you this 'un done spoke to me? Yassum, I heard him."

"Why, what did he say?"

"Say," sniffed the dusky mistress of the meals. "How you specs I know? I never learned dese daid langwiches."

ITEMS OF STATE SCHOOL NEWS.

Fire destroyed the Gastonia graded school building on May 22, razing the handsome structure and occasioning the city a loss of about \$45,000.

¶ ¶ ¶

A special tax of three mills Willeyton district number 2, Haslett township, Gates County, was passed by a large majority on May 22, only two persons voting against the tax.

¶ ¶ ¶

Poplar Branch, in Currituck County, has let the contract for the erection of a handsome new school building. The funds for the construction of which are to be raised by private subscription.

¶ ¶ ¶

Pineville, in Mecklenburg County, is to get the farm-life school and the County Board of Education has recently appropriated \$1,500 for the maintenance of farm-life instruction and domestic science in this school.

¶ ¶ ¶

Greensboro has come into the ranks of those towns which take young men and boys into membership of the Chamber of Commerce as an educational means of awakening within them an interest in the affairs of the town and a spirit of local pride and civic righteousness.

¶ ¶ ¶

An election at Old Fort recently passed a measure authorizing the Board of Education to issue notes and to levy a tax to provide for the redemption of these notes to the amount of \$8,000 or \$10,000. The proceeds of the notes will be used to erect a new graded school building.

¶ ¶ ¶

"We hope to cover the entire county," says Superintendent J. D. Ezzell, of Harnett County, in reporting to State Superintendent Joyner another addition to Harnett's long list of successful local tax elections this spring, this time in district White House Creek number 5.

¶ ¶ ¶

The contract has been let for the construction of a girl's dormitory for the Slater Colored Normal School at Winston-Salem. The building will be thoroughly equipped and will cost about \$18,000 with all fittings. It is hoped that it will be ready for use at the opening of the fall term of the school.

¶ ¶ ¶

Salemburg, the "model community," of Sampson County, has recently shown that it is worthy of the confidence and aid which the various agencies for rural uplift have bestowed upon it by voting a 3 mill local tax for the school. Out of a registration of 130, 84 voted for the tax, and 11 against.

North Carolina Teachers and Boston Schools.

Superintendent Frank Harper, of the Raleigh City Schools, has again taken several of his teachers on an inspection tour to the city schools of Boston, Mass., and a recent number of the Boston Journal carried an interesting story of the inspection trip, with a cut of Superintendent Harper, Mrs. M. B. Terrell, Mrs. M. B. Sherwood, and Miss Mary Page, who are the Raleigh members of the party. The teachers not only get a fine outing, but they do valuable observation work in Boston's excellent schools which counts as teacher training work for them, so that they do not have to attend an institute or summer school this summer.

Superintendent S. B. Underwood, who has been for several years the head of the Kinston schools, has accepted the position of County Superintendent of Public Instruction in Pitt County left vacant by the death of the late William Henry Ragsdale. Besides the office of Superintendent Mr. Underwood will hold the chair of school administration in the East Carolina Teachers' Training School. He is a well equipped and experienced school superintendent and has made a success as an administrator.

The city school commissioners of Kinston have awarded the contract for a new high school building which will cost, without heating plant and furnishings, \$35,520 and will be one of the most handsome and well appointed in that part of the State.

Besides the Superintendent's of-

fices, the building will contain a large auditorium and sixteen classrooms that will accommodate hundreds of pupils now crowded into inadequate quarters. The present high school building, which is new with modern equipment, will be used for the grammar school.

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The New Textile Building at the Agricultural and Mechanical College.

The Textile Building was destroyed by fire March 25. It is now being rebuilt with an addition of twenty-five feet for extra class rooms. The building will be finished and equipped in time for the opening of College in September. The equipment will be complete and up-to-date in every detail, all the machinery being of the latest pattern.

Much of this equipment has been donated by machinery manufacturers who have been greatly interested of late years in the excellent work of the textile department of the A. and M. College.

Scheme for More Uniform Grading.

An interesting step looking toward the securing of a more uniform system of grading was taken by the recent meeting of the High School Teachers' Association of Johnson County. The idea is credited to Supt. Frederick Archer, of Selva.

A set of questions on arithmetic and English for the ninth grade was prepared. The tests were given simultaneously in eight schools in the county. Each teacher graded his papers and passed them on to the next to grade, so that every teacher graded every set of papers. The grades were then compared and will give data on which to base work in standardization of grading.

Mr. E. L. Best, formerly principal of the Louisburg High School under Superintendent W. R. Mills, has been elected County Superintendent of Franklin County to take the place left vacant by the resignation of Superintendent R. B. White.

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LOCAL COLOR IN SCHOOL BOOKS.

The first American text-books were made in New England, and they breathe the New England spirit: snow halling, snow men, sleigh riding, skating, sledding, maple syrup, milk weed, pumpkins, Pilgrim Fathers, Boston Tea Party, Paul Revere Bunker Hill, etc. These are the sort of things that ought to be in books for New England children; but they are foreign to the experiences of Southern children and to the traditions of their home. Yet we have been accepting the New England standard as a matter of course, and so strong has been its domination that, though we teach children in Southern schools to sing the praise of the "Land of the Pilgrims' Pride," there was not in any text-book, until the Howell First Reader was published, the great national song of the South, Dixie.

The Southern Atmosphere of the Howell Readers.

The author of the Howell Readers has done for the children of the South what had already been done for the children of other sections, notably of New England. The latter half of the Howell First Reader is a continued story, located on a Southern plantation, telling of two country children and some of their friends: they feed the chickens, hunt for eggs, eat watermelons, ask riddles, play forfeits; the girls jump the rope, have a doll wedding, keep a playhouse; the boys water the horses, drive the cows to pasture, become Indians with pokeberry juice for war paint; while Aunt Hannah, the black mammy, tells them stories and sings them songs; and Uncle Daniel, her husband, lets the boys do his work during the day, and gives a banjo concert every night.

Southern Folk Lore.

With this setting, the author has presented an abundance of Southern folk lore and song never before published (with the music to five of the songs). He has aimed to serve real literature to beginners in reading; and what could be better for them than this common heritage of our own people, racy of our own soil?

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same source as the Uncle Remus tales themselves: from the people; and they are published for the first time in the Howell First Reader.

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**Bladen Teachers Discuss Educational
Needs of County.**

At the last regular meeting for the year of the Bladen County Public School Betterment Association, which was held recently at Elizabethtown, reports from all parts of the county showed a marked advance in school improvement.

Short talks by most of the teachers present and a stirring appeal by Mrs. J. S. Clarke, President of the association, brought into vivid prominence the educational needs of Bladen County.

Each speaker expressed a conviction of the desirability of some general and effective plan by which the course of study in the rural schools would become more practical, the people of the rural districts impressed with the fact that the development of the county depends largely upon an education of the children, based on sympathy for fellowman and a wide appreciation of nature, and the children filled with an ambition to excell.

G. R. T.

Big Corn Club Work in Davidson.

Mr. T. A. Cole, the new farm demonstration agent for Davidsou County, announces that the boys' corn contest this year is to be the biggest in point of number entering, in the history of the county and he hopes to make it the biggest in results. He has induced the county commissioners to appropriate \$15 for each township, to be divided into prizes of \$7.50, \$5 and \$2.50, for the first, second and third yields in each township, the offer being conditioned on as many as six boys entering the contest in each township. Mr. H. B. Varner has offered a free trip to Washington City, along with the State corn champions next fall, to the boy who grows the most corn on one acre of land.

Roanoke Rapids has recently passed a \$20,000 bond issue election to raise funds for the erection of a new modern school house.

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School "Not a Necessary Municipal Expense."

In a recent decision the Supreme Court of North Carolina declared city schools to be "not a necessary municipal expense" when it reversed the decision of the Superior Court by enjoining the issuance of the Raleigh township school bonds. The following is a summary of the opinion as printed in the News and Observer:

Sprague v. Commissioners is an action to enjoin the issuance of \$50,000 bonds for Raleigh township schools. Judgment given for defendants. Reversed by Supreme Court. Opinion by Justice Hoke.

1. Legislature 1913 provided that bonds should be issued if majority of votes cast at special election for the purpose were in favor of bonds. Majority of votes were cast in favor of bonds but not a majority of the qualified voters registered. Held, that Article VII, Sec. 7 providing no bonds shall be issued "except for the necessary expenses thereof unless by a vote of the majority of qualified voters therein," which means a majority of all persons duly qualified to vote in a given district, etc., the proposed bond issue would be in violation of the constitution unless it is to be considered a "necessary expense."

2. Held, that the Supreme Court has uniformly held that schools and the erection of new school buildings may not be properly considered a necessary "municipal" expense. Out of current revenues lawfully availa-

ble, the authorities may build as their judgment dictates, but under this provision of the Constitution cannot incur indebtedness except by majority vote of all qualified voters in the district. Reversed.

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THE CANDLER ANNEX.

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Many of these courses will count for credit towards the A.B. and the A.M. degrees. The opportunity is thus offered graduates of standard colleges to complete work leading to the A.M. degree in four summers, and to others the opportunity is thus offered to complete work leading to the A.B. degree.

A Practice School will be conducted by experienced teachers for the benefit of those pursuing courses in Primary School and Grammar School Methods.

No tuition fees charged teachers of the State or those preparing to become teachers. A nominal registration fee admits to all courses. The University Library, Laboratories and Gymnasium open to students of the Summer School.

Board at Swain Hall and Lodging in the College Dormitories furnished at actual cost.

The earnest teacher or student who wishes to spend a part of the summer in quiet, intensive study, under competent instructors, will find here excellent opportunity.

A bulletin containing detailed information as to courses of study, instructors, expenses, etc., will be sent, upon application, to anyone interested. For further information, address.

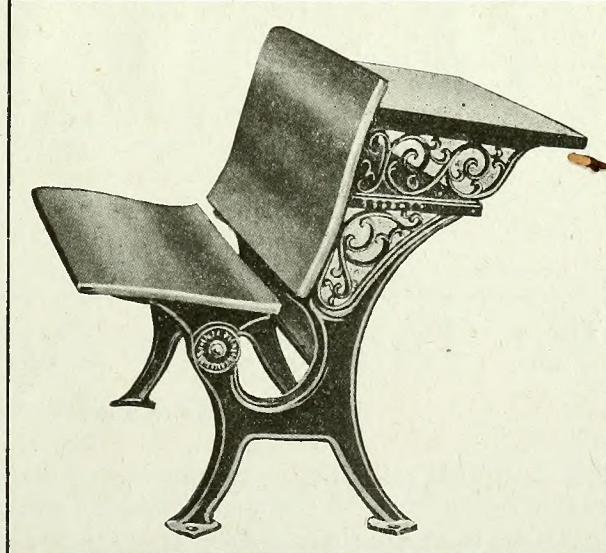
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